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ABSTRACT

A useful resource for teachers of young children, this guide covers aspects of children's development from infancy through 6 years; discusses the variety of learning environments in which children move and describes various classroom learning processes, objectives and strategies. Also included are options for parent involvement; an outline of teacher competencies and staff relationships; and a discussion of types of handicaps of exceptional children and the special needs of these children when they are integrated into regular classrooms. The guide is organized in an expanded outline form and combines both theoretical and practical considerations for designing and reevaluating early childhood education programs. Suggestions for parent materials and programs, classroom learning activities and arrangements, inexpensive materials, field trips, curriculum objectives, total and daily program designs, and teaching strategies are included within the format of the guide. (ED)

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Focus on Early Childhood Education

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Resource Guide for the Education of Children Ages Three to Six

MISSOURI STATE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

ARTHUR L. MALLORY, Commissioner

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Foreword

Learning in the early years has become the subject of widespread interest and concern in education. The child's eagerness and capacity for learning in the years before six exceed that of any comparable period in his lifetime. Realizing the impact of early experiences on success in school and in later life, a growing number of schools in Missouri are extending their educational programs to include three and four year old children and their parents.

Although early childhood education in its broadest sense encompasses the years from birth through age eight, the focus of this guide is on the learning experiences of children ages three to six. It is designed as a resource for the development of effective early childhood education programs that provide for continuity in the child's development in the formative pre-primary years.

A carefully planned educational program during this important period can provide a vital link between the child's informal learning in the home and the more formal school experience. Creative application of the ideas and suggestions presented in the guide can serve to strengthen educational opportunities for young children in Missouri.

It is my hope that many parents will see the wisdom of early learning activities for their young children and take advantage of the growing opportunities available in many of our schools.

Arthur L. Mallory

Commissioner

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1. Introduction

☐ Birth into the human race carries a challenge to become a self-fulfilling, productive human being. Every child has the right, therefore, to a human support system and an environment which will foster all aspects of his development.

☐ During the early formative years the child's unlimited capacity for growth and eager zest for learning can be stimulated into creativity or stifled into conformity. Since society demands creative, questioning, self-directing individuals, it must provide every child both challenge and freedom to develop according to his individual growth pattern.

☐ The family is the first and most significant influence in the life of the young child. Early education programs must strengthen, compliment and extend those experiences which have their roots in the home.

☐ The goals of an effective program of early childhood education should enable the child to:

- develop and maintain a positive feeling about himself and about his own abilities to create and to learn
- expand his awareness of the world around him through many sensory experiences -- opportunities to see, hear, taste, feel, smell -- which are prerequisites for developing concepts and solving problems
- develop language through listening, speaking and dramatic play activities which form the basis for reading, writing and other communication skills
- develop maximum physical growth and health through motor activities and proper nutrition
- express verbal and non-verbal feelings, such as joy, happiness, fear and anger in acceptable ways
- understand his strengths and limitations; cope with success, failure and change
- see himself as a part of mankind who shows respect and concern for the rights and property of others
- develop a reverence for life
- become self-directing, with the ability to use freedom, by providing him with opportunities to explore, create and make choices.

☐ The learning environment, whether in the home or in a school setting, should be warm and accepting. It should be one that preserves the child's natural curiosity and questioning attitude, yet provides guidelines for behavior that are readily understood by the child and which are adhered to consistently.

☐ Within the early years as these goals for children begin to be realized, an educational process will have begun that can be nurtured and sustained throughout a lifetime to develop socially and intellectually mature, responsible human beings.

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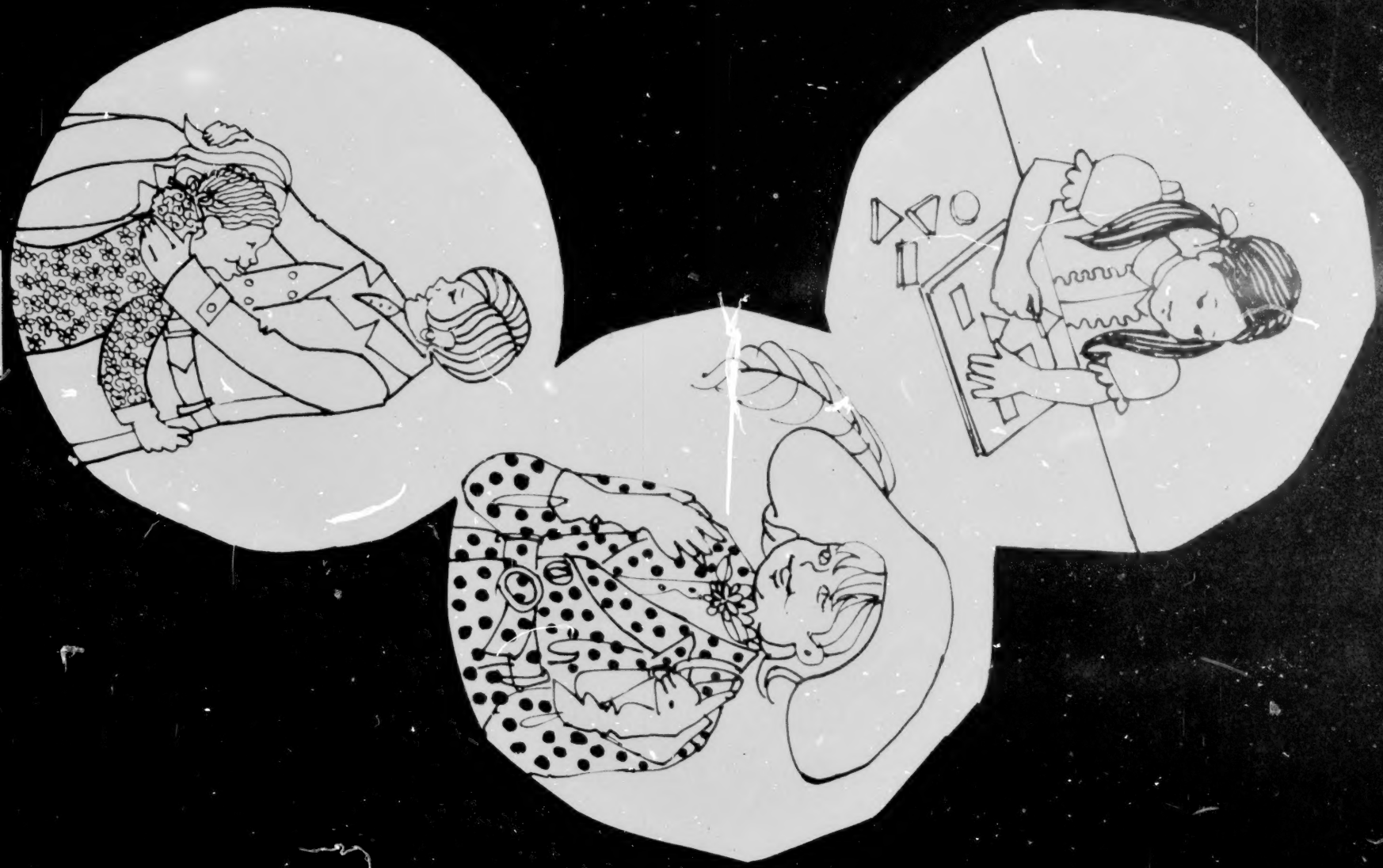
2. Focus on the Young Child



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Early Childhood Development

☐ The years before six are those in which a child grows and develops most rapidly. Recent research has indicated that many characteristics which are conducive to success in school and later life are shaped at an early age.

☐ It was Hunt (1961) who exploded the myth of the fixed IQ and presented extensive evidence that the environment is an important determinant in the development of intelligence. Fowler's studies (1962) proposed that patterns of learning and attitudes that determine school success are formed in early childhood. In 1964 Bloom's review of longitudinal data on human development led him to conclude that intelligence develops most rapidly during the first four to six years of life, and that the greatest change in such a characteristic can be effected during the period of its most rapid growth. A report from the National Academy of Sciences (1973) indicates evidence of the relationship of nutrition to brain development and behavior, particularly in the early years.

☐ It is evident that the life experiences of a child are integrated into all areas of his development. To understand him is to know him as part of his total ecological environment, which either fosters or limits his potential for growing and learning.

☐ Children pass through stages of development in a fairly orderly sequence. Behaviors within these stages can be broadly categorized as socio-emotional, perceptual-motor and cognitive. While children of the same chronological age do not grow and mature at exactly the same rate or in the same manner, knowledge of these stages of development and the interrelationship between them is necessary to understanding each child's individual developmental pattern.

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Characteristics of Early Childhood Development
Birth to One Year

Socio-Emotional Behaviors	Perceptual-Motor Behaviors	Cognitive Behaviors
Enjoys being held and cuddled	Balances head	Uses vocalization with socialization -- laughs and crows
Stops crying when held	Sucks to receive first food	"Talks," imitates sounds like "mama"
Recognizes mother first, then other family members	Sees, hears, feels, smells and tastes	Responds to "no"
Reaches for familiar persons	Turns in direction of sound	Follows simple directions
Occupies self unattended	Grasps objects within reach -- grasps with thumb and fingers	Responds to own name
Imitates peek-a-boo and pat-a-cake	Rolls over	Answers simple questions -- gestures
Smiles selectively	Moves about on floor	Imitates gestures
Becomes more independent	Sits unsupported	Imitates rhythm patterns
May withdraw from strangers	Pulls self upright	Uses single words in meaningful manner
Acts to gain attention	Stands alone	
Does not realize dangers and must be guarded, as from falling down stairs	May attempt to walk	
	Always in motion	
	Bowel and bladder control not expected	
	Drinks from cup with help	
	Picks up small objects with thumb and forefinger	
	Puts objects in mouth	
	Throws things on floor repeatedly	

Characteristics of Early Childhood Development
One Year Olds

Socio-Emotional Behaviors	Perceptual-Motor Behaviors	Cognitive Behaviors
Plays beside other children	Walks about room holding hand or onto furniture	Transfers objects like cans and toys from the shelf to the floor
Goes about house or yard	Marks with pencil or crayon held in fist	Overcomes simple obstacles
Gives up baby carriage	Chews food	Knows the difference between basic food-items
Gives objects he has to other people as presents	Pulls off socks	Uses names of familiar items
Seems to be happy with self	Carries familiar objects such as a soft toy	Says "ma-ma" "da-da"
Responds to pleasure or anger of those around him	Drinks from cup alone	Says own name
Develops temper	Eats with spoon	Recognizes familiar animals in picture book
Imitates habits of others around him	Climbs up stairs	Follows 3 different one-step directions
Can wait for needs to be met	Unwraps candy	Identifies 3 body parts
Accepts mother's absence	Turns knobs	Combines noun and verb
Helps parents with simple tasks	Pulls on things and knocks things over as he explores	Recognizes self in mirror or picture
Plays with other children	Places circle and square in form board	
	Builds tower of 3 blocks in imitation	
	Turns pages, 2-3 at a time	

Characteristics of Early Childhood Development
Two Year Olds

Socio-Emotional Behaviors	Perceptual-Motor Behaviors	Cognitive Behaviors
Mother is favorite companion, but enjoys other family members also	Asks to go to toilet	Tells experiences - joins 2 or more words
Plays alone, but likes to be near adults	Asks for food and drink	Uses 50 or more recognizable words
"No" stage, begins to assert self	Takes off coat or dress or shirt, etc.	Likes to hear stories
Is the creator of his own universe	Begins to put on coat or dress and socks, etc.	Likes to look at picture books
Not ready to share	Can unzip zipper	Enjoys peek-a-boo games, rhymes and music
Enjoys physical contact and soft cuddly toys	Dries own hands	Remembers where objects belong
May develop some fears	Avoids simple hazards	Remembers places he has been
May continue to be unaware of strangers	Uses whole arm movement when painting	Uses "me," "you," and refers to self by name
Resists going to bed	Can make circular scribble	Recognizes familiar environmental sounds
	Carries blocks around room	Carries out 2 related commands
	Pedals tricycle	
	Jumps in place	
	Walks up and down stairs when hand is held	
	Throws ball without direction	

Characteristics of Early Childhood Development
Three Year Olds

Socio-Emotional Behaviors	Perceptual-Motor Behaviors	Cognitive Behaviors
Knows self as an individual	Climbs stairs unassisted	Likes to talk with adults
Plays by himself and with others	Learns to hop	Talks to himself in monologue
Learns to share toys	Jumps, walks, runs with music	Asks questions
Cannot share work space	Rolls ball with direction	Has 250-900 word vocabulary
Feels sympathetic	Throws underhand	Says full name
Rests for 10 minutes	Catches large ball	Tells action in picture
Waits and takes turn	Walks on tiptoe	Listens longer to stories
Enjoys dress-up clothes	Sits with feet crossed at ankles	Sings, laughs
Enjoys simple humor	Turns wide corner with tricycle	Says simple nursery rhymes
Enjoys praise	Stops or goes on slide	Speaks in 6 word sentences
Enjoys floor play	Walks a walking board holding adult hand	Repeats 3 numerals
Proud of what he makes	Buttons and unbuttons	Counts to 5 in imitation
Helps with adult house activities	Enjoys easel paint	Identifies own drawing
Separates from mother to go to preschool	Holds crayon with fingers	Works puzzles with as many as 7 pieces
Invents people and objects	Copies a cross on paper	Builds tower of 5 graduated blocks
	Cuts with scissors	Builds 3-block bridge
	Toilets self during the day	Understands prepositions (on, under, inside)
		Can point to parts of body
		Can point to smaller of 2 squares
		Identifies big and little

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Characteristics of Early Childhood Development
Four Year Olds

Socio-Emotional Behaviors	Perceptual-Motor Behaviors	Cognitive Behaviors
Plays with small group	Walks alone up and down stairs, one foot per stair	Can identify and point to pictures described
Likes birthday parties	Climbs ladder and trees	Matches and names 4 basic colors
Talks about inviting or not inviting someone	Runs on tiptoe	"Reads" pictures
Learns to express sympathy	Gallops to music	Counts and touches 4 or more objects
Shows off in dress-up clothes	Hops on one foot	Gives home address and age
Likes to brag	Bounces large ball	Can tell what material objects are made of
Likes to go on (field) trips	Cuts with scissors on line	Asks for explanations
Runs ahead but waits at corner	Eats with fork and spoon	Interested in death
Interested in rules	Dresses self except tying shoe laces	Makes up words and rhymes
Plans ahead with adults	Builds building with blocks	Learns to distinguish between fact and fancy
Acts silly if tired	Builds tower of 100 or more blocks	Likes to finish activities
Answers telephone efficiently	Balances on walking board	Can compare 3 pictures
Aware of sexual differences	Draws man with 2 or more parts	Can tell likenesses and differences in 3 out of 6 pictures
Courteous without verbal clues	Adds 3 parts to incomplete man	Carries out a series of 3 directions
	Draws and paints recognizable objects	
	Folds and creases paper 3 times	
	Copies square	

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Characteristics of Early Childhood Development
Five Year Olds

Socio-Emotional Behaviors	Perceptual-Motor Behaviors	Cognitive Behaviors
Pleased and conscious of new maturity	Able to sit longer	Identifies pennies, nickels, dimes
Has more cooperative play	Explores neighborhood	Interested in clock and time
Likes to play house and baby	Has more hand-eye control	Draws what he has in mind at the moment
Gets along well in small group	Prints first name	Recognizes some numerals and letters
Conforms to adult ideas	Prints numerals 1-5	Tells what numeral follows another through 10
Asks adult help as needed	Can trace around a diamond	Listens and takes turn in group discussions
Likes to have rules	Draws a triangle	Knows agent (producer) of 15 of 20 actions
Begins to show respect for group property and rights of others	Studies for reality in drawing and painting	Works with several children to lay out simple "maps" with blocks, showing streets and buildings and their locations
Has poise and control	Self-sufficient in personal care	Learns left from right
Proud of what he has and does	Does simple errands	Speaks fluently and correctly except s/f/th
Chooses own friends	Can roller skate	Loves stories and acts them out
Begins to distinguish masculine and feminine roles	Skips on alternate feet	Asks meaning of words
Irritable and cross only when tired and hungry	Can jump rope	Places 10 or more pieces to complete puzzle
	Likes to eat simple food	Can tell how a crayon and pencil are the same and how they are different
	Runs, skips and dances in response to music	
	Catches a ball 5" in diameter	
	Learns to use overhead ladder	
	Uses knife and fork	
	Washes and dries face and hands without getting clothes wet	
	Draws person with major body parts and features	

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Characteristics of Early Childhood Development
Six Year Olds

Socio-Emotional Behaviors	Perceptual-Motor Behaviors	Cognitive Behaviors
Has increased self-awareness	Looses baby teeth	Begins to master reading, writing and arithmetic
Associates and clusters more with same sex group	Averages 3½ ft. in height	Uses vocabulary of 20 to 30 times more words than are learned in beginning readers
Prefers peers' values to adults'	Averages 48 lbs. in weight	Writes stories
Invites girls and boys for birthday party	Increases in strength, coordination and physical skills such as: swimming baseball and football roller skating ice skating carpenter work climbing body stunts handwriting sewing	Tells and enjoys jokes and riddles
Tolerates or desires cuddling		Defines words
Likes to be "first" and to win		Asks meaning of abstract words
Likes to be praised		Seeks knowledge and know-how
Cries easily		Begins to think systematically
Concerned with childhood world		Recognizes certain properties remain the same, though positions change
Likes to share secrets		Puts things in sensible order
Asks the origin of new babies	Plays instruments	Sorts things in categories
Asks to hold a new baby	Masters tying, back buttons and fasteners	Compares and/or contrasts objects on at least 5 points
Fears and admires father more than mother	Uses knife for spreading	Begins collections
Goes to bed unassisted	Uses pencil for printing	
	Draws human figure with head, legs, arms, trunk, feet, hands and some fingers	(See bibliography for references on developmental scales)
	Bathes self unassisted	

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Looking at Individual Differences

☐ Although children have common needs, each child is a unique individual. To help assure maximum development, early and continuous assessment of each child's capabilities and needs is vital.

☐ Programs planned for young children should be flexible enough to provide whatever individual attention is needed to enhance intellectual, emotional, social and physical development. Each child should be allowed to develop his strengths at his own pace determined by his own uniqueness.

☐ A personalized approach to learning requires "knowing the child," his interests, needs and abilities. Techniques for gathering meaningful information include: enrollment records; teacher observation of behavior and assessment of progress toward program objectives; parent questionnaires or checklists concerning all aspects of the child's development, such as physical development and special health needs, how he reacts and interacts with other members of the family, his emotional characteristics, his ability to meet new situations, his interests and some assessment of his knowledge and skills; and formal screening procedures.

☐ Materials for assessment noted in this guide are not intended to be exhaustive, but to suggest ways in which teachers and parents may increase their knowledge of the child's development. Assessment tools should be simple and appropriate for the age and development of the child or group of children they are intended to appraise.

Screening Procedures

☐ A screening program is intended as a means of looking at all young children in a broad developmental sense to gain a better understanding of their diversity and variability. It also serves to detect physical, behavioral and educational problems that may interfere with a child's success in school.

☐ Screening is the use of relatively simple devices administered on initial contact with the child which are valid and reliable in terms of determining the broad range of normal behavior. Suggested areas of assessment include: personal-social development, language and cognitive development, gross and fine motor skill development, visual acuity and hearing sensitivity. It is helpful for the teacher to be involved in some part of the screening process. Her observations of the child during testing will add meaning to the test results.

☐ Children found to have marked developmental variability should be referred for further testing of a diagnostic nature. In discussing screening results with parents it is imperative that they understand that no diagnosis has been made, but that screening results indicate a need for further testing to determine if a problem actually exists. Sensitive reporting of screening results to parents is intended to involve them as fully as possible in the follow-up educational program in the home and at school.

☐ Detailed information on screening instruments and procedures for children ages three through five may be found in *Guidelines for an Early Childhood Screening Program*, Missouri State Department of Elementary and Secondary Education, 1973.

Parent Questionnaires

☐ Since parents are and should be the primary educators of their children, they have much valuable information based on their observations and experiences in everyday

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living with the child to share with teachers. Checklists and questionnaires are an effective means of eliciting such information from parents and other caregivers. They also serve to inform parents as to specific behaviors and areas of development that are of interest and concern to teachers. It is suggested that parents be given an opportunity to discuss the questionnaire with the teacher in order to establish a clear understanding of its purpose and to clarify any questions that may arise.

☐ Parent forms may include questions regarding premature birth, age of learning to walk and talk, illness and accidents, fears and behavior problems, as well as special interests, experiences and abilities. They may include a list of adjectives for the parents to check, indicating those most characteristic of the child, such as:

Active	Demanding	Independent	Pleasant
Affectionate	Determined	Intelligent	Quiet
Aggressive	Enthusiastic	Irritable	Relaxed
Agile	Excitable	Likeable	Reluctant
Bored	Fastidious	Mature for age	Secretive
Clumsy	Fearful	Messy	Sociable
Cooperative	Happy	Musical	Stubborn
Creative	High strung	Negative	Talkative
Curious	Impatient	Obedient	Timid
Daring	Impulsive	Patient	Whiney
			Worried

☐ Checklists assessing all areas of the child's development not only provide very specific information about the child, as his parents perceive him, but often cause parents to take a closer look at their children through the assessment process. Parents should be reassured that these checklists are nonjudgmental. Their function is to help the teacher to see the child as the parent sees him. It may help to tell parents that children's behavior at school is often totally different from their behavior at home.

Teacher Observation

☐ The parent questionnaire or checklist can become a useful guide for teacher observation. As she records her assessment of the child's behavior and performance on a card file or checklist, she gathers meaningful information for program planning and for further communication with the parent.

☐ Observations of behavior in the following three areas tell the teacher a great deal about how the child is growing and developing:

1. How does he relate to materials and equipment? Is he purposeful? How does he handle challenge? Frustration?
2. How does the child relate to the other children? Is he sometimes leader, sometimes follower?
3. How does the child relate to adults at school, during home visits? Does he only respond when spoken to? Does he see the teacher and other adults as resource persons?

Sample Checklist

☐ Selections from the following items for a parent checklist and for teacher observation would be developmentally appropriate for the five year old entering kindergarten. Items may be grouped into categories, such as personal and social development, language and concept development, physical skill development, interests and experiences.

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MY CHILD: Please check one:	Regularly	Not Yet
Dresses himself: gloves		
coat, jacket		
boots, shoes		
Buttons, snaps and zips clothing		
Ties shoelaces or bows		
Takes care of materials he uses		
Goes to toilet by himself		
Thinks for himself, solves his own problems		
Takes turns and shares		
Listens and follows directions		
Finishes a task		
Prefers to play alone		
Plays with a few children		
Plays with many children		
Can accept authority		
Respects the rights and property of others		
Claims only his share of attention		
Can follow three verbal directions		
Listens to and enjoys stories		
Can tell what he wants or needs		
Speaks in complete sentences		
Can tell how things are alike or different		
Tells his whole name		
address		
phone number		

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Identifies many letters of the alphabet		
Identifies eight colors		
Recites rhymes, sings songs		
Relates experiences to a group		
Tells a story in sequence		
Knows basic shapes: circle, square, triangle, rectangle		
Counts from 1 to 10		
Recognizes numerals 0 to 10		
Runs, hops and jumps		
Aims and catches a ball		
Responds to rhythms		
Can skip		
Rides a tricycle or bicycle (which)		
Knows right from left		
Prints his first name correctly		
Prints his whole name correctly		
Uses crayons and scissors correctly at home		
Includes major body parts and features in drawing a person		
Is read to at home		
Goes to the library		
Takes trips outside the community		
Watches Sesame Street		
Enjoys the following TV programs		
Has attended Head Start? How long?		
Has attended other preschool program? _____ How long? _____ Name of Program _____		
Additional information that would be helpful in planning my child's program:		

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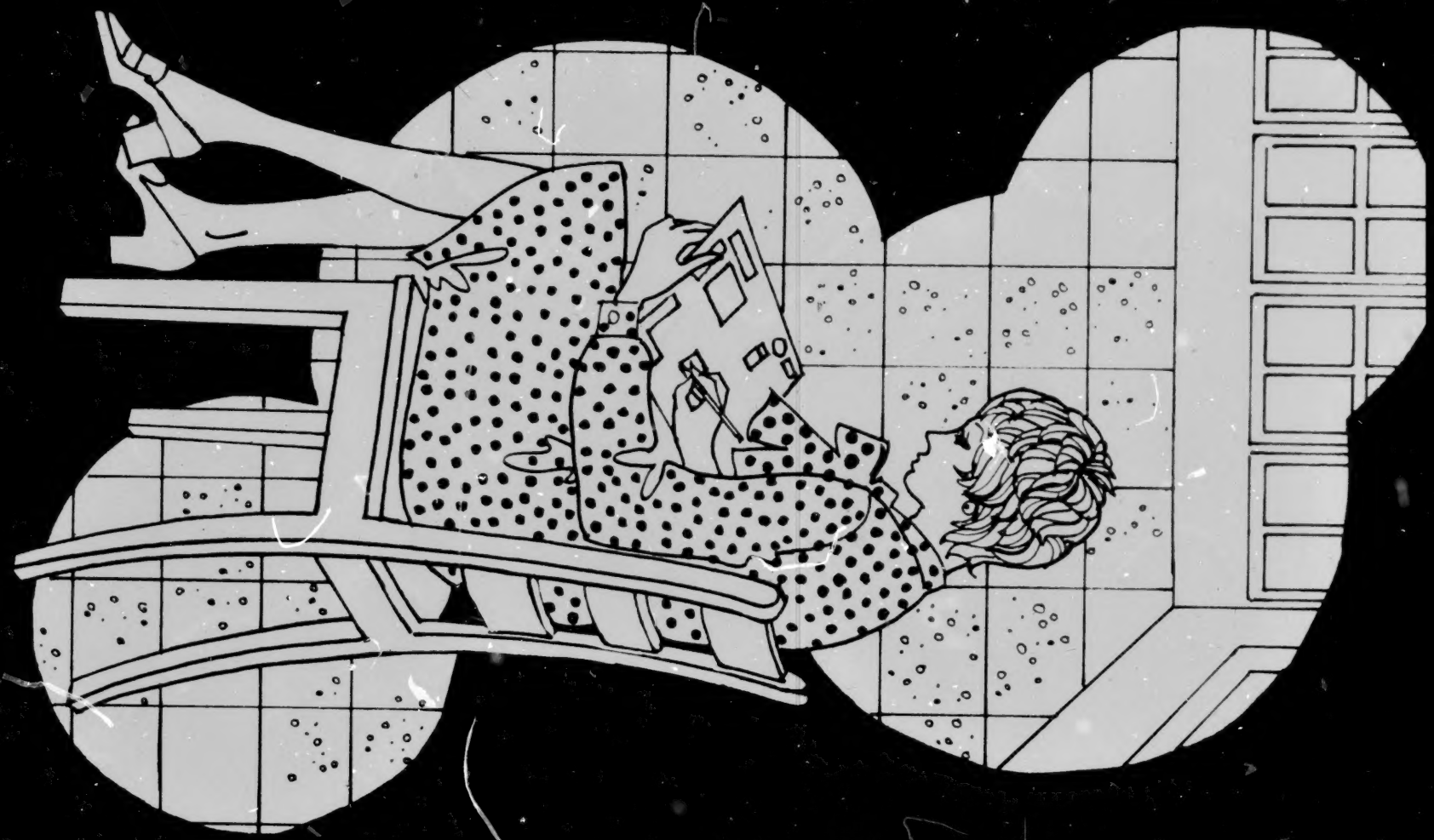
3. Focus on the Learning Environment



☐ A climate for learning implies much more than the physical environment. It includes all that fosters and facilitates learning -- the physical setting, spatial structure, equipment and materials, and most importantly, an atmosphere in which the child is made to feel that he is important, that he belongs, that he can succeed.

☐ Teachers, parents and caregivers can support and facilitate learning. They can extend experiences for optimum learning through the addition of props, by verbalizing about a new discovery or by allowing the child to learn for himself. The child gives cues as to how others can participate in the experience. It is for adults to be sensitive to these cues and open to developing new opportunities for learning.

At School

☐ The learning environment is an important factor in the educational program for young children. They need adequate indoor and outdoor space for learning, approximately 35 square feet of open space per child indoors and about 2,000 square feet of outside play area per class of 15 to 20 children. In planning or redesigning a place for learning consider both the physical and interpersonal environment.

The Physical Environment

- Can children move about freely in their environment? One-third to one-half of the room space should be free of objects.
- Is the furniture flexible, easy to move and child sized? It should be arranged so that children can work and play alone as well as in a group.
- Are materials organized in such a way that storage areas and work space are close together?
- Are quiet areas and noisy areas well separated from each other?
- Does each child have a cubby or box in the room that is just his own where he can keep his possessions and his finished work?
- Are materials and displays arranged at children's eye level and in such a way that the room is an inviting place to live and work?
- Is the room alive with the work of children -- not only the best, but of all children?
- Do objects, pictures and books in the room reflect ethnic variety?
- Is there a balance between materials for structured learning tasks and those for open-ended activities?
- Are drinking fountains and bathroom facilities scaled to size?
- Are there spaces for running, riding, digging and climbing outdoors?

The Interpersonal Environment

- Is there an atmosphere of mutual respect and trust between children and adults and between children?
- Are children encouraged to become self-reliant and to learn from each other?
- Do adults model constructive behavior and healthy attitudes?
- Are the procedures and limits that have been established reasonable, clearly understood and consistently adhered to?
- Do children have choices; participate in decision making?
- Is there evidence that goals for children have been based on individual needs?
- Are there opportunities for children to work alone, to participate in small and large group activities?
- Do children feel responsible for the physical environment?
- Do children experience success; receive positive reinforcement?
- Is there an overall atmosphere of warmth and caring?

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Learning Centers

☐ Classrooms should provide an atmosphere of freedom to inquire, to discover and to learn through incidental as well as through planned experiences. The physical setting should reflect thought for the child's developmental progress in all areas -- physical, cognitive, social and emotional. Organization of related materials into learning centers makes for a clear focus on the many facets of the child's development. The number and organization of learning areas will be determined by available space and the age, maturity and interest of the children. Some centers may spill out into an adjoining hall, be placed on a moveable cart or be combined with others.

☐ The following description of activity areas is not intended to be prescriptive or exhaustive, but rather is intended to provide a framework for planning.

LARGE MUSCLE ACTIVITY

☐ This area is large and noisy. Carpeting here is ideal. Growing children need many opportunities to develop and improve motor ability. Creative and cooperative play encourages language development, problem solving, imagination and initiative while children are improving their skills of manipulation, coordination and balance. Equipment and materials for inside and out include:

- Walking beam
- Balance squares
- Blocks, unit and hollow
- Block accessories, animals, people, traffic signs
- Sturdy boxes, all sizes and shapes
- Bean bags and target boxes
- Wheel toys of all kinds
- Tub and utensils for water play
- Equipment for climbing on and crawling through
- Covered sandbox
- Riding toys
- Large rubber balls
- Jump ropes
- A digging place, small shovels, hoes

SOCIODRAMATIC PLAY

☐ Pretending to be an adult is an important part of a child's play, helping him to understand himself and the world around him. As children try on a number of adult roles, they act out familiar situations, learn to work out problems and concerns. Appropriate furnishings and materials include:

- Housekeeping furniture and equipment
- Full length mirror
- Dolls, doll bed, clothes, buggy or stroller
- Dress up clothes and accessories -- men's and women's
- Puppets made from socks, stick and finger puppets
- Workbench, soft wood scraps, simple tools, sandpaper
- Grocery store, post office or farm to correlate with units of study

LANGUAGE DEVELOPMENT

☐ This should be a quiet, comfortable area with perhaps a few pillows on the floor and a rocking chair. A good selection of children's books attractively displayed invites children to look at them, talk about them and listen to stories. Here they learn nursery rhymes, letter recognition and other beginning reading skills. Here they enjoy telling stories of their own that adults record and help them read back, enhancing their motivation to learn to read. The materials will change, of necessity, as children

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grow in their mastery of language and reading skills. Provide:

- Story and picture books
- Properties for dramatization
- Pictures and cards for story telling, association and sequencing
- Old magazines, scissors, crayons and paste for individual and class booklets
- Flannel board or magnetic story cutouts and large letters
- Reading readiness games
- Experience charts and booklets
- Picture dictionaries
- Books for independent reading
- Typewriter

VISUAL MOTOR COORDINATION

☐ This area contains puzzles, games and manipulative materials that develop visual discrimination and hand-eye coordination skills that are prerequisite to reading and writing. Here again, materials must correspond to the maturity level of the children:

- Nesting blocks and rings
- Hammer and nail boards
- Nuts and bolts board
- Tinker Toys, Lego, Rig-A-Jig, etc.
- Button, zipper, snap and lacing frames
- Plastic shapes and templates
- Shape sorting box
- Mosaic tiles
- Peg boards and designs
- Puzzles of varying degrees of difficulty
- Parquetry blocks and designs
- Beads and bead patterns
- Games and cards for matching colors, shapes, etc.
- Wooden or sandpaper letters and numerals
- Small pans of rice, cornmeal or sand for finger writing

AUDIOVISUAL SKILLS

☐ This center provides many hours of pleasure while children are improving their listening skills and powers of observation. Materials you may want to include:

- Record player
- Tape recorder
- Listening station with comfortable earphones
- Records and tapes of stories, poetry and music for listening pleasure
- Tapes for recording children's stories and dialogue
- Records and tapes, teacher-made and commercial, for directed listening experiences
- View master and reels
- Filmstrip viewer and filmstrips
- Language master and cards

SCIENCE

☐ This is a discovery area where the child enjoys sharing and exploring objects from the world around him. With guidance he can develop the skills of sorting and classifying. As he experiments with magnets, measuring cups, plants and seeds he begins to understand the "whys" and "hows" of his environment. Materials here should be constantly changing according to seasons, units of study and interests of children.

- Aquarium
- Terrarium
- Small animals, insects and cages
- Plants and leaves
- Color paddles
- Magnifiers
- Balance board
- Balance scales

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- Seeds for planting
- Rocks and shells
- Beans and seeds for sorting and classifying
- Gears
- Pulleys
- Materials for pouring and measuring liquids and solids
- Magnets of various sizes and shapes
- Thermometer
- Stethoscope
- Related books and pictures

MATHEMATICS

☐ Mathematics is an integral part of the young child's daily work and play. He discovers the world of numbers and number relationships as he observes, counts, measures, compares and groups people, toys and learning tools in the classroom.

- Counting cubes
- Cuisenaire or centimeter rods
- Step-on numbers or number line
- Wooden, sandpaper, magnetic or flannel numerals
- Puzzles and objects that divide into fractional parts
- Number and set dominoes
- Number puzzles and games
- Yardstick and rulers
- Cash register and play money
- Mathematical balance
- Geoboards
- Calendar
- Mini-clocks
- Attribute blocks

CREATIVE ART

☐ Children express their feelings, ideas and interests through creative art experiences. Art activities also develop coordination and manipulative skills. Young children need daily opportunity to enjoy and create with a variety of media. Directed art experiences should be secondary to exploring the properties and possibilities of art materials on their own. Materials that should be readily available include:

- Tempera, large brushes and newsprint for painting
- Clay, playdough and plasticene
- Colored construction and tissue paper
- Large crayons and newsprint for drawing
- Materials for collage
- Scrap box, scissors and paste for cut and paste activities
- Finger paint and glazed paper

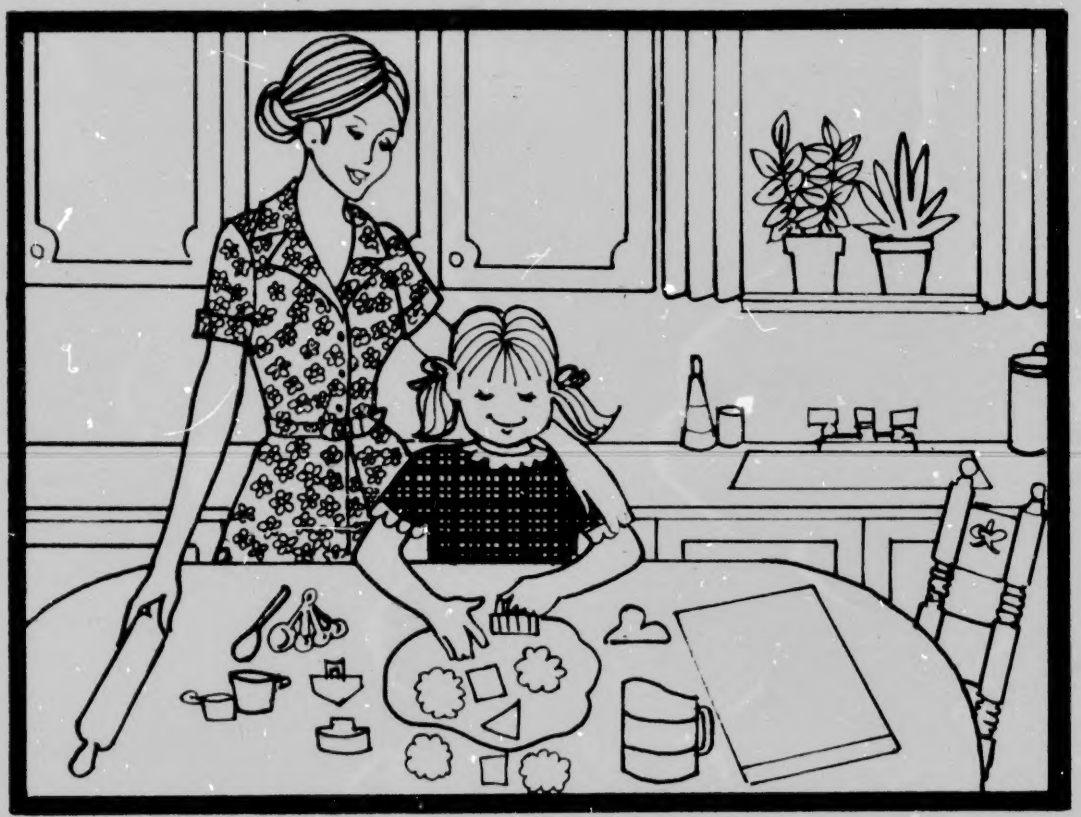
MUSIC AND RHYTHM

☐ Music is one of the most spontaneous and natural activities for young children. There should be time in the day to sing, to listen to music, to experiment with tone and sound, and to use their bodies in rhythmic movement. Some of these materials may need to be shared with other classrooms:

- Phonograph and records
- Autoharp, piano or guitar
- Rhythm instruments, improvised or purchased
- Tone bells or xylophone
- Scarves and ribbons for rhythmic movement

In the Home

☐ Children are always learning. The process never stops. Sometimes the learning is constructive, sometimes it is negative. Sometimes it makes them feel good about themselves -- other times it makes them feel worthless and inadequate. The home is an environment rich in possibilities for positive learning experiences.



☐ In the home, as at school, children need a climate for learning in which there is opportunity to explore and discover; in which there is encouragement and support; in which there is a good deal of freedom and security of recognizable, clearly defined limits; in which there is time, attention, shared enjoyment; in which there is decision making, planning and problem solving; in which there is a variety of warm human relationships. Play is basic to the lives of children. It is the medium through which they try on roles, collect, sort, classify and otherwise handle a whole world of experience. Children are learning when they are playing.

☐ Opportunities for learning in the ordinary, everyday experiences of family living are countless:

Cooking and Learning

- What better way to explore size, shape, color, textures, smells, tastes
- To develop small muscles in stirring and spreading, to see how things change -- dry to wet, mixtures, solutions, doughs
- Watch what happens when we add water
- What makes the steam when we open the pot
- Water in the kitchen -- hot, cold, frozen, steam
- Sizes of pots, spoons, cans, etc.

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- Smells of spices
- Guess what is cooking by the smell

At the Supermarket

- Show me all the red things
- Can you name the fruits, vegetables
- Show me the large size, the smallest size
- Get me three cans of tomatoes

Traveling in the Car

- How many blue cars do you see
- Count the trucks
- Count the ice cream stores we pass

Problem Solving

- We're going to make cookies, what will we need
- What cooking utensils, what ingredients
- Let's have a picnic, what will we need
- It's on the top shelf, how shall we reach it
- How many napkins do we need to set the table for Mommy, Daddy, and you

Exploring

- In the yard:
  - Looking at leaves -- the different shapes
  - Flowers -- colors, smells
  - Digging -- what lives in the dirt
  - Planting -- watching things grow
  - Watching colors change with the seasons
- What is the big earth mover doing
- How does your foot look under a magnifying glass

Sorting

- Put all the big potatoes in this pile and the little ones in this pile
- Use a TV dinner sectioned tray or a 3-part paper plate or some other partitioned container for sorting beans, buttons, counters, poker chips

Classifying

- Catalogs are great for collecting pictures to be classified as clothing, cooking utensils, furniture, sweaters, shoes, etc.

Creativity

- Collect bits of cloth in various colors and textures, styrofoam bits, egg cartons, straws, baskets, boxes and other beautiful junk for just making things
- Glue and pipe cleaners make great connectors and fasteners.

Role Playing

- Dress-up clothes and a few props can encourage the acting out of life roles

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Talking and Listening

- Conversation provides countless opportunities for the child to organize his thoughts, ideas, feelings
- His self-image is enhanced as he grows to feel that his ideas are important and worth the attention of another person

In the Community

☐ Trips away from the regular classroom are an important learning resource. Through excursions into the community, children learn firsthand about people and places that make up their widening world. Along with fun and adventure, field trips enlarge the child's vocabulary, strengthen concept development and encourage many "how," "why," "what" and "where" questions.

☐ In deciding where to go, first know the community resources and those of the surrounding area. Also know the occupations of the parents of children in the class. Parents are often a marvelous hidden trip resource. It's advisable to take the trip first without the children. This insures a smoothly-timed excursion and allows for planning meaningful pre- and post-trip classroom activities.

☐ Some suggested trips and related topics of conversation with young children include:

Stores in the Neighborhood

- Floral Shop or Nursery -- flowers: names, colors, shapes, where they grow; arranging flowers
- Grocery Store -- foods, where they come from; paying cashier and getting change; signs showing different kinds of food in each section; machines and mechanical devices such as scales, stamper, coffee grinder; packaging of merchandise in cans, boxes, cellophane bags
- Shoe Repair Shop -- shoe man repairing shoes; ways to take care of shoes to make them last longer; tools and machines, how they are used, listening to their sounds; watching repairman ticket shoes and give customers stubs

Building Construction and Servicing

- Repaving Streets or Roads -- workers; machinery; materials used in making roads; why we need roads
- Construction Site -- purpose of the building; blueprints if available; types of men and clothing and their protective covering, as hard hats and goggles; machinery; trucks; cranes; equipment such as shovels, wheelbarrows; materials, as bricks, lumber, glass, wire; progress at intervals from the digging of foundation to completion of building

Repairmen at Work

- School -- watching janitor or repairman paint, replace broken window, fix a pipe

Schools

- Inside School -- signs as Exit, In, Out, Fire Extinguisher; numbers on rooms; special rooms as library, office, nurse's office, supply closet; visit to basement to observe furnace.

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- Classroom They Will Attend Next Year -- teacher; books and learning materials; routine of day
- Outside School -- a trip around the neighborhood; name streets school is located on; locate children's houses

Transportation

- Airport -- size of planes; kinds of planes; control tower; ticket office
- Bus Terminal -- size of bus; equipment, as money box, change holder, rearview mirror; advertisements on walls
- Bridge -- watch traffic on it and underneath; colors of cars; size of cars; types of trucks and construction equipment; channeling of traffic into slow and fast lane; variety of license plates

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Community Services

- Post Office -- mailing letters; receiving mail; sorting mail; mailman's job and uniform; weighing of packages; sale of stamps; loading and unloading of mail trucks
- Fire Station -- trucks; other equipment and pole; what firemen do; how they dress; ways they help us
- Police Station -- what policemen do; how they dress; ways they help us; a police car, siren, radio, lights; watch police direct traffic

Communication

- Walk Through the Street -- look for advertisements on electric signs, bill boards, posters, signs in store windows; see names on stores, buildings, street corners; signs showing children playing, bus stop; wordless signs as red and green lights, arrows
- Telegraph Office -- listen for message being sent or received
- Radio or TV Station -- microphones, TV cameras; jobs of people in the studio; view selves on the monitor if possible
- Thought Trip -- in class "thinking" trip back to era when there was no television, radio, books, magazines or any type of writing

Farm and Market

- Farm -- size of farm; planting and types of crops; care of crops; machinery used; importance of rain and sun, animals and their feed; housing for animals
- Dairy Farm -- how we get milk from cows; processing; delivery in milk trucks to store or house
- Produce Stand -- selling procedures; types of vegetables and fruits; color, shape, size, taste and feel of foods displayed

Other Excursions

Pet shop	Woods, creek, river
Garage and filling station	Bakery
Nearby park	Zoo
Newspaper plant	Cleaner and presser
Library	Barber and beauty shop
Museum	Lumber yard
Hatchery	Factories
Hospital	Telephone switchboard

Hints to Remember

- Briefly discuss with children where they are going, how they are going, when they are going, what they can expect to see. Call attention to any new vocabulary or concepts you wish them to experience.
- Review safety and behavior rules inherent to the experience.
- Arrange transportation and for extra adults to accompany the class if needed.
- If trip is long, check on toilet facilities and possibility of having a snack.
- Make sure parental permission slips are returned before the trip.
- Some children may find interests other than the special one about which the excursion was planned.

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- Children may not discuss the experience at once and should not be pressed to do so.
- Encourage children to discuss and relate their trip experience to books, pictures, songs, science activities used in the classroom.
- Trips to stores are more fun if children can purchase something for classroom use (pumpkin for Halloween, food for the fish, apples for snack).
- Make a trip scrapbook which could include snapshots, art work, a map, souvenirs collected on the trip, a story about the trip.
- Write a simple "thank you" letter to the place visited. Good public relations are important.

A B C's of Inexpensive Materials for School and Home

☐ There is a constant challenge to the teacher to enrich the environment. Here are a few "starters." Let your imagination take you where it will as you explore new ways to use inexpensive materials and beautiful junk.

A is for *ANYTHING* imaginative. Try to find a steering wheel from an old car, pulley-and-bucket, old row boat for the playground, nail kegs and oil drums for outside play.

B is for boxes of all sizes and shapes. Tiny ones can be made into doll-house furniture, a large one into an airplane (good for extended learning experience following trip to the airport) and an appliance crate into a puppet theater or crawl through tunnel.

C is for clothes for "dress-up." Save old purses, scarves, gloves, costumes, maternity blouses, shoes, aprons (great as capes), costume jewelry. Ask the high school band director if he will contribute a band hat. Know someone going to Scandinavia? See if they will bring "your" children some wooden clogs.

D is for never-fail playdough

4 cups pre-sifted flour — 1 cup salt

1½ cups water — Food coloring, optional

Mix well and knead a few minutes. Better yet, let the children do the mixing and selecting of coloring. How about mixing a few drops of yellow and blue. "Who can guess what color this will make?"

E is for extras. Keep extra odds and ends such as buttons, rick-rack, yarn, felt, pop bottle caps (ever use these with woodworking?), bias tape, feathers, glitter, bits of ribbon for pasting. Your friendly shoe man will be glad to give you empty shoeboxes for storage. Save plastic milk cartons for handy storage containers.

F is for food coloring. Mixing color with water is highly motivating for young ones mastering their concepts of color.

G is for gunny sack. Fill with straw or rags, hang to a tree and you'll have a punching bag and an "acceptable" way to let out some emotions.

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H is for hats. All kinds are loved by the preschooler for sociodramatic play -- firemen, painter's, feather or flowered, and the old-fashioned paper ones.

I is for innertubes. Roll, float, use as a container for bean bag toss or bounce on them. "Is the innertube a triangle shape? A circle? A square?"

J is for jumping mats. Use an old mattress, old car seat or just a hole in the backyard or playground filled with tanbark or sand. The mats are loved (by children AND teacher) on rainy days!

K is for knotted rope. Knot every 12 to 18 inches and securely tie to a tree branch for climbing.

L is for lumber of all sorts. Soft pine is perfect for woodworking. Small pieces may be glued together for wooden sculpture. An oak plank can be turned into a board slide or with cleats in the center could be used as a teeter-totter.

M is for macaroni. Try shell, the crinkly type or long and skinny macaroni for painting, stringing or pasting into collage creations. Alphabet macaroni is especially enjoyed by those children starting to recognize letters of the alphabet.

N is for newspapers -- perfect for paper hats (see letter H), airplanes, disposable apron and papier mache.

O is for the old favorite art recipes.

Paste
1/4 cup sugar
1/3 cup flour
2 cups water
Mix sugar and flour with a little cold water. Stir out lumps. Add rest of water. Stir while cooking until mixture is a smooth, pudding-like consistency -- about 3 to 5 minutes. Refrigerate in covered jar for long-keeping.

Starch and Soapflake Finger Paint
Mix: 1/2 cup powdered starch with cold water to make a smooth paste.
Add: 1-1/2 cup boiling water and cook until glossy. Stir in 1/2 cup soap flakes (not soap powder) while mixture is still warm. Cool. Add 1 Tablespoon glycerin. Stir in small amount of desired vegetable coloring or powdered paint. This can be kept a week if placed in a jar with a tight lid.
For paper, use commercial finger-paint paper, freezer wrap, butcher paper, oilcloth or shelf paper. If you have a formica table top or piece of linoleum, your child can work directly on this.
Wet both sides of the paper, and place it smoothly on the table. Place a tablespoon of paint on the paper or bare table. Children love to fingerpaint and it is so relaxing.
Keep a sponge, small mop and bucket of water near so children can clean up. The younger ones will probably paint with elbows, fists and entire arms!

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For easy fingerpaint, buy a jar of thick starch. Swirl in some food coloring and it's ready for painting.

P is for puppets. Small paper bags, old socks, clothespins, scraps of cardboard and cloth make for many happy puppet hours.

Q is for questions. Take time to answer them or go to the library and hunt up replies together.

R is for rubber hose. A 3-foot length can become an elephant's truck, fireman's hose (another follow-through activity after the trip to the fire station) or pump line if attached to a narrow, tall box.

S is for sand. Use a discarded tractor tire, old row boat or just a sand dune in the corner of the yard. Cover with old tarp to make it less inviting for cats and cleaner for children. Gravel is another fascinating texture children love. For a small indoor box, use coarse salt or cornmeal. These small boxes work like the popular magic slates -- a quick shake and the "picture" or "road" is gone.

T is for a tree stump. A child-sized hammer, large nails and a stump provide for hammering, pulling out and hammering in again. And all the while developing hand-eye coordination and exercising those small muscles. The stump can also serve as a table for a "party."

U is for unit blocks. Children of all ages use blocks. Little ones stack them in piles or line them in rows. Four year olds build garages and bridges. Older ones build more complicated structures, fire stations and complete farms. Durable blocks can be made from hardwood and sanded; shellac helps to keep the wood from splintering.

V is for vise. It holds the wood securely while your young carpenter hammers and saws.

W is for water. Little ones enjoy "painting" with water and large brushes. And water works wonders with children with that extra amount of energy.

X is for Xmas cards. Save old ones for cutting and pasting.

Y is for YOU -- your attention, your time, your interest, your laughter, your guidance.

Z is for zoo. Make a miniature one with small animals from cardboard boxes.

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4. Focus on the Child's Learning

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The Learning Process

☐ For the young child learning begins, not with abstractions, but with the real world that he can feel, touch, smel' taste and hear. His learning must be related to his own world and to that which has meaning for him. It must be rewarding and challenging.

☐ The child needs parents and teachers who respond to his discoveries, offer him enriching experiences and appreciate his creations.

☐ Children learn most effectively when they are healthy, rested and alert and when they are in surroundings where they feel safe, encouraged, supported and challenged.

☐ Learning in the early years has become the focus of much research, thought and discussion. Significant studies on this multi-dimensional process have helped to set a framework for designing programs that stimulate learning in the young child.

☐ Erik Erikson has described vitally important developmental tasks of the preschool years. His studies indicate that a developmentally appropriate atmosphere for learning is one that supports and enhances the development of trust, autonomy, initiative and imagination.

☐ The studies of Frances Ilg and Louise Ames suggest that the child's development is characterized by behavior cycles. While each child's timing is different, every child can be observed to go through periods of equilibrium and disequilibrium in which he is, in turn, outgoing and aggressive and withdrawn. Such periods are sources of some constraints and some special opportunities in the young child's learning.

☐ Piaget's research describes the young child's thinking as centered in himself and his own experiences and dominated by the perceptual experiences of the moment. The child's concepts, at first embedded in concrete experience, become more and more abstract as he has more experiences in grouping objects, dealing with time, space and numbers and experimenting with process. The symbols of language help the child to express his experiences with abstraction. He develops language skills as he interacts with a variety of people. In these associations, he checks and rechecks his accuracy and begins to develop socialized thought. Language facility helps the child in his ability to solve problems, to plan and to direct his own activities. It is through social interaction that the child learns the concepts with which his culture organizes experience. Parents are extremely important to the development of language, for they strongly influence the thinking in which language is involved and which language facilitates.

☐ The child is equipped at birth with the basic machinery for learning, but he must learn how to learn. Creative programs are designed to satisfy his needs, stimulate his interests and exercise all modalities for learning.

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The Child's Natural Equipment for Learning

THE SENSES	The child gathers information about his world through the senses. He explores his world through smelling, tasting, looking, listening, touching.	Learning programs should provide a variety of experiences that allow the child to broaden his world through all the senses.
THE MUSCLES	The young child seems to be a perpetual motion machine. It is through movement that he discovers what his body can do and how he can gain mastery over it.	Learning programs should recognize the child's need to use his muscles and provide many opportunities to develop and improve motor ability.
CURIOSITY	This seems to be the child's internal drive to learn.	Learning programs should provide experiences that encourage the child to explore, examine, take apart, put together, ask questions.
LANGUAGE	The child is born into a world geared to verbal communication.	Learning programs should encourage the child to discover, name, describe, ask questions and to share with others his experiences, his feelings, his thoughts.
ORGANIZING ABILITY	The child develops the ability to organize experience into patterns that can be used over and over again in daily life.	Learning programs should recognize that these patterns change as the child grows. The child should be rewarded as he unlearns his old babyish behaviors and learns more mature ones.

(Adapted from Murphy and Leeper, 1973)

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The Child Needs

TO TRUST THE WORLD:	The child needs to develop a sense of trust before learning can take place effectively.
TO KNOW HIS OWN BODY:	The child needs to discover his own body and sense its relationship to distance, height and other characteristics of space.
FAMILIAR OBJECTS:	Children need a variety of experiences to make them familiar with objects around them.
PEOPLE:	The child needs to develop a growing awareness of his relationship to people around him.
TO UNDERSTAND TIME:	The child needs experiences which help him discover the meaning of time.
REALISTIC FEAR:	The child needs to learn to recognize real danger.
TO HANDLE ANGER:	Anger is natural and needs to be controlled and directed.
TO COPE WITH FRUSTRATION:	The child who learns to do many interesting things and doesn't need just one activity to make him happy is one who has begun to cope with frustration.
TO DEVELOP RESPONSIBILITY:	The child's sense of self develops as he feels himself increasingly capable. He needs to feel needed.

* * *

The Teacher Helps

BY GAINING THE CONFIDENCE OF THE CHILD:	A warm relationship fosters the development of trust.
BY PROVIDING AN ATMOSPHERE FOR LEARNING:	Children learn best through the impetus of their inner urge to learn. The teacher facilitates this learning and shows the child that his efforts are appreciated.
BY BEING A GOOD EXAMPLE:	The teacher models acceptable behavior for the children.
BY TALKING AND LISTENING:	The teacher uses every opportunity to facilitate communication between teacher and child and between children.
BY HELPING CHILDREN TO CONTROL THEIR BEHAVIOR:	The child grows to feel he is accepted even when his behavior is not. Limits are set and children are helped to control their behavior within these limits.
BY RESPECTING THE CHILD:	Love and respect for the child are essential to his learning.

(Adapted from Murphy and Leeper, 1973)

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The Child's Modes of Learning

EXPLORATION	The child learns through all the sensory modalities.	Learning programs encourage exploration by providing a wealth of learning materials and opportunities to experiment and discover indoors and out.
TRIAL AND ERROR	Children learn by doing, by profiting from mistakes.	Learning programs encourage this with puzzles and other manipulative materials.
PAIN	There is a natural desire to avoid pain. The child may learn positive or negative things through painful experiences.	Physical punishment may teach the child to hate the person administering the punishment rather than teach him not to do whatever it is he was punished for.
PLEASURE	When learning is fun, the child wants to keep on learning.	Learning programs provide activities that are fun and satisfying. Teacher's smiles, conversations, praise of work well done all contribute to the general feeling of self-satisfaction that comes from being recognized.
IMITATION	The child learns by observing and imitating, by copying grown-ups and other children.	Learning programs encourage this through the development of warm relations -- child/teacher and child/child. Teachers model language, manners, values, etc.
PARTICIPATION	The child joins in the action.	Learning is stimulated by the supportive group.
COMMUNICATION	Words are links to the environment. They give us a means of sorting out the information we receive.	Learning programs provide opportunities to develop words to identify, classify, compare objects. Children are encouraged to describe, discuss, ask questions, answer questions, name objects, tell feelings, thoughts, wishes.

(Adapted from Murphy and Leeper, 1973)

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Learning Objectives

☐ The broad goals of an effective early childhood program, as stated in the Introduction, should enable the child to:

- develop and maintain a positive feeling about himself and about his own abilities to create and to learn
- expand his awareness of the world around him through many sensory experiences -- opportunities to see, hear, taste, feel, smell -- which are prerequisites for developing concepts and solving problems
- develop language through listening, speaking and dramatic play activities which form the basis for reading, writing and other communication skills
- develop maximum physical growth and health through motor activities and proper nutrition
- understand his strengths and limitations; cope with success, failure and change
- express verbal and non-verbal feelings, such as joy, happiness, fear and anger in acceptable ways
- see himself as a part of mankind who shows respect and concern for the rights and property of others
- develop a reverence for life
- become self-directing, with the ability to use freedom by providing him with opportunities to explore, create and make choices.

☐ Learning objectives within these broad goals will vary according to children's chronological age and developmental level. It is essential that teachers clearly define objectives for children in order to plan curriculum, assess individual progress and evaluate program effectiveness. Early learning programs must acknowledge developmental variability in children but be cognizant of objectives that are appropriate to their age level and toward which they should be progressing. The following are examples of objectives that are developmentally appropriate by the end of the kindergarten experience. Some children will be able to demonstrate all or most of these behaviors, as measured by teacher observation and/or objective referenced instruments. Some students will attain even higher levels of achievement, while others will continue to progress toward mastery of some of these objectives during the primary years.

I. Personal and Social Development

☐ Significant to the development of the young child is his growing awareness of himself as a being among other beings in his environment. As the child forms hypotheses about his identity he attempts to test these hypotheses against reality. His concept of who he is and his feeling of self-worth develop out of a sense of what he can do and how well he can do it.

☐ The realization on the part of the very young child that he is dependent upon adults to satisfy his needs motivates him to conform to their demands. Between the ages of about two to three and a half years children enter a stage in which they resist adults, assert themselves and become more independent. The child's ability to become increasingly independent is a sign of personal growth.

☐ At about the age of three and a half to five years the child becomes more cooperative and friendly and, with increasing opportunity for group participation, becomes more interested in his peers. As he develops a greater desire to win the ap-

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proval of others and avoid their disapproval his social sensitivity and responsiveness to others increase. Positive social behaviors are learned and reinforced through his widening experiences with peers, parents and other adults.

A. INTRAPERSONAL SKILLS

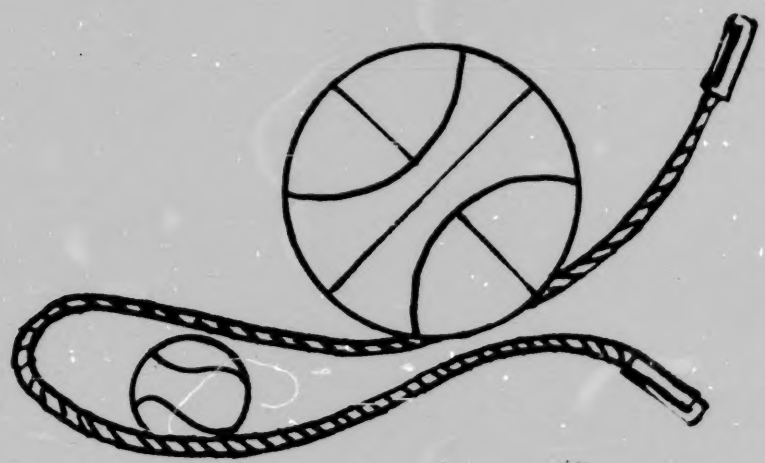
The Child:

Dresses himself
Cares for his personal and health needs
Is aware of common dangers
Practices safety in daily activities
Takes good care of things he uses
Expresses feelings in acceptable ways
Takes initiative in learning
Pays attention and concentrates well
Maintains a healthy level of activity
Finishes a task
Follows acceptable ways of behaving
Values his own accomplishments
Sets realistic goals for himself
Demonstrates self-confidence
Is open to change
Successfully copes with failure and plans an alternate strategy

B. INTERPERSONAL SKILLS

The Child:

Takes turns and shares
Works and plays cooperatively with other children
Adapts easily to working with various adult figures
Helps to establish rules
Remembers rules of games he plays
Respects the property of others
Shows concern and empathy for others
Values the accomplishments of others
Has positive feelings about his family and his cultural or ethnic background
Recognizes the interdependence of people in the family, community and society in general



II. Sensory Motor Skill Development

☐ The development of sensory motor skills is extremely important, for all of the child's knowledge of the external world and the way in which he organizes that knowledge is dependent upon his sensory experiences.

☐ The child needs first to try out all the possible muscular responses of which his body is capable in order to find out what his body and its parts can do. He first uses large muscle groups and with maturation gains control over the small muscle groups. Muscle control begins at the head and moves to the foot in an orderly fashion. In addition, development proceeds from the axis of the body outward to the periphery. If a child is restricted in his opportunities to experiment with and to integrate his motor skills, he will remain underdeveloped.

☐ Just as a child learns to develop motor skills he learns to see, hear, feel, smell and taste, even though the receptive equipment for each of these activities is present at birth. Through manipulation of things and of his own body in relation to things he perfects the sensory motor process and learns to match sensory data to motor data. From these sensory motor experiences come the foundation of cognitive and language development.

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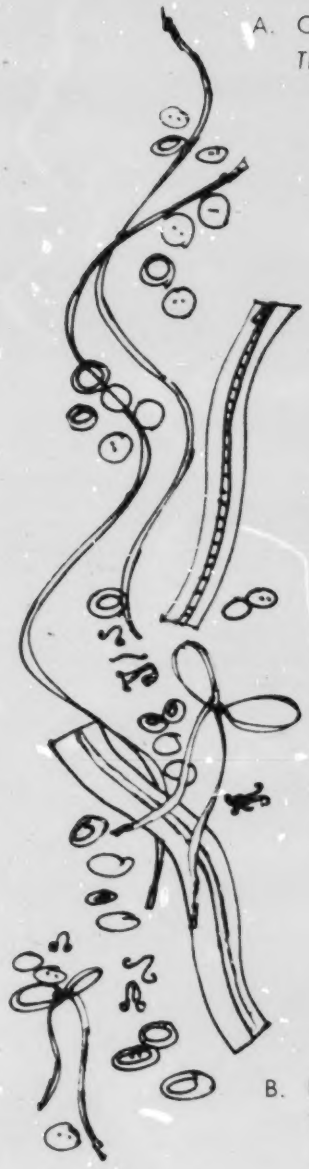

A. GROSS MOTOR SKILLS

The Child:

- Walks at different rates
- Walks a line, then balance beam forward, backward, sideways
- Walks up and down stairs, alternating feet
- Runs easily
- Pedals tricycle or bicycle
- Jumps with feet together
- Jumps over small obstacles
- Hops on one foot
- Balances on one foot
- Kicks a large ball
- Throws ball overhand, underhand
- Bounces and catches a ball
- Hits a target with ball or beanbag (4 out of 5 times)
- Responds to rhythm with body movements
- Touches or moves parts of the body as directed
- Demonstrates motion concepts, i.e.: stop, go; up, down; in, out; back, forth; roll; crawl; turn; twist
- Shows spatial judgment in obstacle course
- Climbs playground or gym equipment with agility
- Marches
- Gallops
- Skips, using alternate feet
- Jumps rope

B. FINE MOTOR SKILLS

The Child:

- Builds a tower
- Builds a bridge
- Turns knobs
- Takes things apart and puts them together
- Places pegs in pegboard
- Places forms in form boards
- Works puzzles of increasing difficulty
- Pours liquids and solids such as rice and sand
- Uses thumb and finger to grasp small objects
- Uses fingers and hands correctly in finger play
- Uses crayons with control
- Uses paint brush with control
- Rolls, pounds, squeezes and pulls clay
- Completes punched sewing card
- Strings beads
- Controls simple tools such as hammer, screwdriver, nuts and bolts

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Tears paper
Cuts straight and curved lines with scissors
Folds paper according to oral directions
Zips, buttons and snaps
Laces and ties
Establishes hand perference
Traces and draws geometric forms
Draws person with head, trunk, legs, arms and features
Writes letters and numerals
Writes name
Negotiates a maze with finger or crayon

C. KINESTHETIC-TACTILE DISCRIMINATION

The Child:

Matches and identifies objects by touch
Recognizes and identifies differences in textures such as: hard, soft; thick, thin; smooth, rough; sharp, dull; dry, wet; fuzzy; sticky; etc.
Identifies likenesses and differences in weight and temperature
Classifies objects by texture, weight, temperature
Comprehends and uses comparative and superlative labels when comparing texture, weight and temperature, as: soft, softer, softest; heavy, heavier, heaviest; hot, hotter, hottest

D. TASTE-OLFACTORY DISCRIMINATION

The Child:

Discriminates between the following taste qualities: sweet, sour, bitter, salty, spicy
Identifies familiar foods and beverages by using taste cues
Identifies likenesses and differences in odors
Identifies a familiar substance through its scent

E. AUDITORY DISCRIMINATION AND MEMORY

The Child:

Identifies the source of familiar sounds
Distinguishes differences in sounds, as high and low, loud and soft, long and short
Reproduces a sound pattern by clapping, tapping
Reproduces stress patterns in speech and music
Recalls and repeats information given orally, as a series of 5 or more digits, a sentence of 5 or more words
Retells information given orally, as events of a story
Recites rhymes, sings songs
Carries out a series of 3 or more directions
Listens to an unfinished spoken sentence and supplies an appropriate word to complete it

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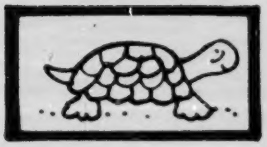


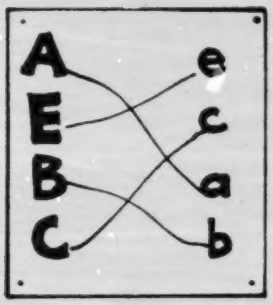
Hears differences between pairs of similar words that differ either in the beginning, middle or ending sound
Identifies and supplies rhyming words
Distinguishes beginning consonant sounds in spoken words
Identifies in a list of 4 words, those beginning with the same sound
Associates a letter with its sound in spoken words
Uses beginning and ending sounds as an aid to decoding words

F. VISUAL DISCRIMINATION AND MEMORY

The Child:

Matches objects by shape, size, color or other visual quality
Matches and identifies 8 basic colors
Identifies color of common objects given no visual aid
Identifies particular objects or figures from total ground in a picture
Compares size of things with own body

Discriminates likenesses and differences in objects, pictures, symbols and letters
Recalls an object or symbol removed from a group
Recalls details of objects or pictures
Perceives and identifies missing parts of objects
Describes objects or experiences from memory
Reproduces a pattern by color, shape, size and sequence, as with beads, parquetry blocks and pegs



Reproduces a simple pattern from memory
Recognizes a word as a letter or a group of letters
Recognizes likenesses and differences in letter and word forms
Identifies all or most letters of the alphabet
Matches upper case letters to corresponding lower case letters
Follows left to right, top to bottom, front to back progression in tracking, drawing, writing and reading, when appropriate
Writes name correctly from memory
Matches label words to corresponding objects and pictures
Uses configuration clues as an aid to decoding words
Uses picture clues as an aid to decoding words not recognized by sight

III. Language Development, Receptive and Expressive

☐ Language is a tool to communicate information through listening, gesturing, speaking, reading and writing. Language development rests initially upon the amount and kind of sensory motor experiences a child has, mandating a rich variety of experiences with people, places and things in the early years.

☐ By age three and a half most children acquire the ability to understand most of the language they will use in conversation throughout their lives. The more opportunity they have to engage in conversation the more skilled they become in verbal abilities. They need countless opportunities to express their feelings, opinions and ideas and they also require responsive listening. If they are not listened to or what they say is considered unimportant, children soon cease to listen to others. At about age four and a half to six years the child's language becomes more spontaneously produced, whereas previously it was more often prompted by adults.

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☐ Once learned, language becomes a tool to govern other forms of behavior. Since language is a cumulative skill, its quality is dependent upon the quality of previously acquired abilities. Language skills, more than any other factor, seem to determine a child's success in school.

A. LANGUAGE SKILLS, RECEPTIVE AND EXPRESSIVE

The Child:

Verbalizes his full name, age, address and telephone number
Listens to and enjoys poetry and stories
Pantomimes common activities in recognizable form
Tells events of a story or experience in sequence
Predicts a logical ending to a story
Creates original stories
Listens to and appreciates the contributions of others
Verbalizes spontaneously in conversation
Expresses ideas in complete thoughts
Acquires new vocabulary words and uses them correctly in conversation
Describes an object using several characteristics
Demonstrates understanding of terms: over, under; behind, in front of; forward, backward; beside, on, out, around
Identifies and uses words opposite in meaning
Uses appropriate words to describe emotions, actions and sensory images
Uses forms of words correctly within a sentence
Asks and answers questions using affirmative and negative statements
Interprets the main idea of a picture, story or experience
Distinguishes between fact and fantasy
Distinguishes between fact and opinion
Dictates ideas in an organized and/or sequential pattern, as for an experience story
Uses context clues as an aid to decoding words

IV. Mathematics and Science Skills

☐ The child's natural curiosity impels him to manipulate and explore the many phenomena of his environment. Since he moves from the concrete to the abstract in his thinking processes, early learning experiences in mathematics and science should be centered in real situations. From the real the child progresses to manipulative materials, then to pictorial and symbolic representation.

☐ Through mathematics and science children develop skills in basic thinking. These include making predictions, hypothesizing, noting likenesses and differences and seeing relationships. Through science they also develop knowledge and understanding of their physical environment. The skills developed in mathematics and science enable children to order things in the world and provide solutions to problems.

A. MATCHING

The Child:

Matches, recognizes, identifies and reproduces the following shapes: circle, square, triangle, rectangle

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Matches, recognizes and reproduces the following linear shapes: straight, curved, slant, parallel

Identifies size differences: big, little; long, short; large, small -- then comparative terms such as big, bigger, biggest; small, smaller, smallest; tall, taller, tallest; short, shorter, shortest; long, longer, longest

Establishes a one-to-one correspondence through matching the numbers of equivalent sets

Distinguishes between sets which are the same or different

B. SETS AND SUBSETS

The Child:

Identifies a set as a collection of objects having a common property -- for example: color, shape, size and function, as well as own criteria

Identifies an empty set as having no members

Identifies and constructs sets and subsets from 0 to 10

C. NUMERATION AND PLACE VALUE

The Child:

Recognizes numerals 0 to 10

Associates numerals 0 to 10 with corresponding sets

Orders the numerals 0 to 10 in sequence

Recognizes that each counting number is one greater than the number before it

Indicates ordinal succession of numbers: first, second, third, fourth, fifth

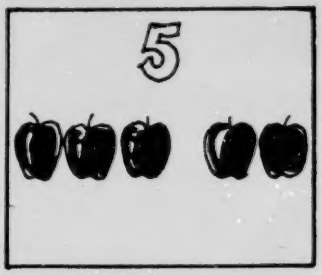
D. ADDITION AND SUBTRACTION

The Child:

Adds by joining 2 sets

Subtracts a subset from a given set

Uses the number line for addition and subtraction



E. MEASUREMENT

The Child:

Sequences objects from shortest to longest

Understands the meaning of more than, less than, the same as

Sequences chronological order of 4 events

Uses non-standard units for measuring height and length

Identifies concepts of volume: full, half full, empty

Identifies, knows and compares the value of penny, nickel, dime, quarter

Uses the clock to tell time for certain events of the day

Reads a very simple graph

Understands time concepts of night, day; morning, afternoon and evening; yesterday, today, tomorrow; before, after; early, late

Understands the use of a calendar

Identifies temperature concepts such as hot, cold; warm, cool

F. FRACTIONS

The Child:

Determines one half of a whole or small group

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G. GEOMETRY

The Child:

Recognizes straight and curved lines

Recognizes open and closed curves

H. PROBLEM SOLVING

The Child:

Uses the five senses to gather information about phenomena and living and non-living things in the environment. These include the human body, plants, animals, rocks and minerals, the earth and outer space, magnetism, air, water, weather, heat, light, sound, simple machines

Communicates his observations accurately to others

Asks relevant questions about his observations

Uses simple experimentation in solving problems

Predicts and evaluates outcomes

V. The Creative Arts

☐ Experiences in the creative arts allow the individual to express himself freely in his own unique way. Through the media of art, music and drama the child communicates his feelings and shares and enjoys experiences with others.

☐ Music for the young child should provide a variety of experiences with sound and movement. Appropriate activities include: singing; rhythms; listening for learning, enjoyment and appreciation; using simple musical instruments; dramatic play to music; and free interpretation of moods created by music. Many skills are learned through music that contribute to the child's physical, mental, social and emotional growth. Of primary importance, however, is the pleasure that music brings, allowing children to respond freely and joyfully.

☐ Through art a child reveals his perception of the world around him and of what he believes his world thinks of him. Experiences with paint, finger paint and clay often provide release of emotional frustration or tension as part of the creative process. Each child's work should be recognized and praised for its own worth, not compared to another child's work or a teacher's model. Art activities should foster the child's imagination, curiosity, ingenuity and creativity. The young child needs time and opportunity to experiment freely with a variety of art media in an atmosphere that values self expression.

A. MUSIC

The Child:

Moves to music in a manner appropriate to rhythm, tempo and mood

Identifies qualities in music as to pitch, tempo, volume, repetition of patterns

Plays rhythm instruments and identifies them by their sound

Learns a repertoire of songs

Interprets music by identifying the mood conveyed and activities appropriate to the music

Responds to music with creative movement

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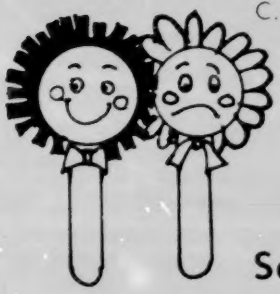
B. ART

The Child:

Expresses a mental image, design or happening from actual experience or verbal motivation

Shows creative expression in using media

Enjoys experience using the following media: crayon; tempera; clay; materials for tearing, cutting and pasting; yarn and burlap; finger paint; wet chalk; collage materials



C. SOCIODRAMATIC PLAY

The Child:

Interprets realistic roles played by family and community members

Dramatizes stories and nursery rhymes

Enjoys role-playing in various learning centers

Assumes and expresses feelings, such as happiness, sadness, curiosity and anger

Sample Learning Activities

Kinesthetic-Tactile Discrimination Activity

Objective:

Classifies objects by texture

Activity:

Using Feel Box to discriminate between smooth and rough objects

Prerequisite Skills:

1. Match and identify objects by touch
2. Recognize and identify differences in texture as to whether objects are smooth or rough

Procedure:

1. Select a box large enough to hold a number of objects and large enough for an opening to be cut for the child to put in his hand to reach the objects. Objects that could be used in Feel Box are: cotton, corrugated paper, sand paper, velvet, fur, pinecone, sponge, fabrics, screen wire, plastic, cellophane, leather, aluminum foil, paper, etc.
2. Before objects are placed in box, have children handle the objects and discuss their tactile qualities. Review concept of rough and smooth.
3. Ask a child to reach in box to withdraw all objects that are rough. Count the number he finds and mark on his score sheet.
4. All objects are placed in box again for other children to follow same procedure.
5. When all children have had a turn, have group view all objects and determine which are rough and what the highest possible score is.
6. Repeat above described procedure to have children classify objects as smooth.

Evaluation:

From a possible number of six smooth objects in the box, the child should be able to withdraw at least four objects. Likewise, from a possible number of six rough objects, the child should be able to classify at least four objects.

Extending Activities:

1. Use Feel Box in similar manner to classify objects according to other tactile qualities such as: hard-soft, thick-thin, sharp-dull, fuzzy, sticky, etc.

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2. Use Feel Box to classify objects according to likenesses and differences in weight -- heavy or light.
3. Use comparative and superlative labels in comparing texture, as: rough, rougher, roughest and smooth, smoother, smoothest. Make Touch Boards using various grades of sandpaper from smoothest to roughest.
4. Play Find the Mate. Place two of each kind of a number of objects in a paper sack. Have child reach in to see if he can withdraw two like objects according to their degree of roughness or smoothness.

Taste-Olfactory Discrimination Activity

Objective:

Identifies likenesses and differences in odors

Activity:

Matching pairs of bottles that have identical odors within a group of ten bottles

Prerequisite Skills:

1. Child differentiates between two odors, first determining if they are the same -- or if they are different
2. Child understands the meaning of same and different

Procedure:

1. Child smells substance placed in a bottle, such as perfume. The child is given another bottle with the same odor.
2. It is concluded that both smell alike. Another odor is presented and it is determined to be different from the first.
3. Effort is made to match the new odor with the identical odor in another bottle, given two choices.
4. This is continued until all bottles are matched.
5. Bottles are mixed up and child matches like odors.

Evaluation:

Given five pairs of bottles with each pair having identical odors, the child can match four of the five pairs.

Extending Activites:

Child makes a collection of things to smell.

Gross Motor Activity

Objective:

Touches or moves parts of the body as directed

Activity:

Bilateral arm and leg movement -- Angels in the Snow

Prerequisite Skills:

1. Awareness of body parts -- arms, elbows, hands, head and legs
2. Concept of "starting position" -- arms at sides, legs together and eyes looking straight to ceiling
3. Motion concepts of up-down and in-out

Procedure:

1. Have child lie on floor in "starting position" -- arms at sides, legs together and eyes looking straight at ceiling. Have him slide his arms along the floor with elbows straight until hands touch above his head. Have him feel the floor as his arms slide over it. They should be relaxed, but straight.

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2. After he has done this a few times slowly, feeling his arms sliding over the floor, have him speed up as you say, "up-down, up-down, one-two, one-two."
3. Have the child move his legs, spreading them as far apart as he can and then bringing them back together again as you say, "In-out, in-out, one-two, one-two."
4. Combine the activity using arms and legs simultaneously.

Evaluation:

Child should be able to perform bilateral arm movements smoothly and rhythmically before attempting bilateral leg movements. To achieve coordination of bilateral arm and leg movements his hands must clap as his legs reach the widest point and the heels must touch as his hands hit his sides. He should be able to coordinate the movements smoothly and rythmically.

Extending Activities:

1. Bilateral arm and leg movements from a standing position -- Jumping Jacks:
   Have child stand in "starting position." Review clapping hands above head on count of "One" and bringing them down to sides on count of "Two."
   Review jumping with legs astride on count of "One" and bringing them back together on count of "Two."
   Combine both movements, clapping hands above head as you jump with legs astride on count of "One," and bring arms back to sides and legs together on count of "Two."
2. Jumping Indians -- Bilateral arm and leg movements in standing position using "fire sticks" in hands. Fire sticks may be made by stapling crepe paper streamers to a stick or piece of corrugated cardboard.

Fine Motor Activity

Objective:

Cuts straight and curved lines with scissors

Activity:

Cutting along heavy straight lines marked on stiff paper

Procedure:

1. Have child snap a clothespin to get practice in opening and closing. Have him use clothespin to pick up shapes with folded edge to get additional practice of opening and closing with thumb and third finger.
2. Ask the child to touch his thumb and third finger together serveral times as required when cutting with scissors. He holds neither paper nor scissors but merely concentrates on the opening and closing movements. If he cannot imitate this act, guide his fingers simultaneously, saying "open-shut."
3. Next the child is given scissors and continues to perform the same movement. Be explicit in telling him which fingers go into the holes of the scissors. Often a verbal cue, such as "thumb up," will serve as reminder for those who forget or who tend to hold scissors in an awkward position. As the child opens and closes his fingers, call his attention to the blades of the scissors and to the way they open and close as he moves his fingers. It is important that he sees this entire operation because, while he is engaged in cutting paper, he sees only the top blade, and cannot perceive the total pattern.
4. After he performs the opening and closing movement with ease, have him make short snips (or cuts) along the edge of the paper. Hold the paper for him so he

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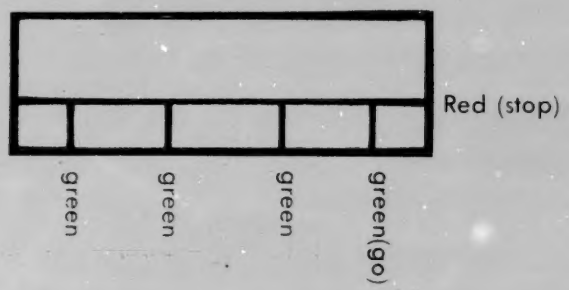
can concentrate on the cutting movement. Fairly heavy paper which is easily cut is used, since lightweight paper requires more tension on the blades of the scissors and the cutting movement.

5. Next ask the child to make three or four cuts across the paper, no longer making the single snips along the edge. When he achieves success, he performs the same operation but is required to hold the paper himself. Use the verbal cue "thumb up" so he does not assume awkward positions that interfere with more complex cutting. It is helpful to have some children verbalize what they are doing while performing a motor act (e.g. "I am putting my thumb in one hole of the scissors; I put the third finger in the second hole. I move my fingers apart and bring them together again.").
6. Cut on heavy straight line between two pieces of cardboard glued or stapled to the paper. The cardboard serves to guide the scissors.
7. Cut on heavy straight line using one piece of cardboard as a guide.
8. Fringe stiff paper along one edge. It is helpful to mark heavy lines to be cut. These lines should be made far apart. Make these lines in green for "go" and use a red line to show where to stop.



Evaluation:

Child should be able to hold scissors properly and imitate cutting act before actually cutting stiff paper. Child should be able to cut on heavy straight line between two pieces of cardboard before using one piece of cardboard as a guide. When he has achieved these skills he is ready to attempt cutting on heavy marked lines. He should be able to stay on the heavy green line and stop near or at the red line.

Extending Activities:

1. Cut along folds of paper.
2. Cut along lines marked around edge of table mats to make "fringe."
3. Cut along lines marked on large paper bags to make "fringe" for Indian jackets.
4. Cut curved lines.

Mathematics Activity

Objective:

Matches, recognizes, identifies and reproduces the following shapes: circle, square, triangle, rectangle

Activity:

Matching, recognizing, identifying and reproducing the square

Procedure:

1. Show pictures of a square. Have child feel the edges of a square.
2. Have child walk the edges of a square taped on the floor.

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3. Make a square on the floor with rope.
4. Make a square on sandpaper with yarn. Measure to see that all four sides are the same.
5. Make a square on a peg board. Have child count to see if the same number of pegs are used for each side.
6. Have the child reproduce the squares using sticks, straws, pieces of yarn, pieces of rope and strips of paper equal size.
7. Have the child reproduce the square using a template.
8. Find this shape in various parts of the room or in a given group of objects.

Evaluation:

Given a group of ten shapes, five of which are squares, the child will be able to match and identify all the squares.

Extending Activities:

1. Use the above procedure to identify other geometric shapes -- circle, rectangle and triangle.
2. Feel different shapes in a bag and identify them.
3. Use various shapes to make something creative. Example: A rocket, house, wagon, train, etc.
4. Play Bowling Game. Roll ball to knock down certain shapes.

Auditory Discrimination and Memory Activity

Objective:

Carries out a series of three or more directions

Activity:

Making a pattern following oral directions

Prerequisite Skills:

1. Fine motor ability to string beads
2. Listening ability to follow directions
3. Recognition of shapes (circle, square, rectangle and triangle)
4. Recognition of colors (red, green, yellow, orange)

Procedure:

1. Provide a bead string or shoe lace.
2. Lay out red, green, yellow and orange circles, squares, rectangles and triangles. Provide straws or macaroni.
3. Give directions for stringing. Example: put on your bead string -- one yellow circle, one straw.
4. Check to see if children followed directions. Reinforce those that did it correctly. Repeat directions for others. Assist in making corrections.
5. Give directions for one red square, one straw. Repeat procedure in Step 4.
6. Advance to giving three directions when children have mastered two, as: one green triangle, one straw, one orange square.
7. Remove geometric shapes and straws and give directions for restringing by varying color, number and shape.

Evaluation:

Child can make a pattern following three oral directions, four out of five times.

Extending Activities:

1. Hear and Do -- Give a series of directions for a child to follow, as: put a pencil on the table; hop around the room; stand by the door.

2. Simon Says
3. Just Now -- Children listen while teacher reads directions. They are to do what they hear just before they hear the words, "Just now." Example: "Clap your hands once, *just now*."

Mathematics Activity

Objective:

Recognizes numerals 0 to 10

Activity:

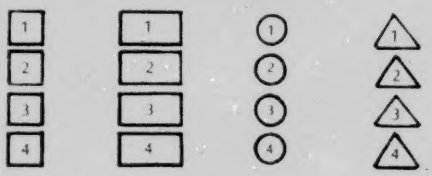
Recognizing numerals 1 to 4

Prerequisite Skills:

1. Knowledge of square, circle, rectangle, triangle
2. Small muscle coordination to bounce a ball and throw a bean bag

Procedure:

1. Write the numerals from 1 through 4 on four squares, four triangles, four circles and four rectangles. Have the children sit in a large circle on the floor. In the center of the circle place the various shapes with numerals written on them.
2. Have the child put all the 1's together, etc. Ask how these things are alike. Note that each numeral is written on a different shape. Do the same for numerals 2, 3 and 4.
3. Call upon a child to bounce a ball on the square with numeral 4 on it. Have another child bounce the ball on the rectangle with numeral 4 on it. Continue the game with the circle and triangle and proceed with the other numerals.
4. If the child misses bouncing the ball because of a muscle coordination problem, ask him on what numeral and shape the ball lands.



5. Have children put like shapes together and ask how they are alike.

Evaluation:

The child is able to bounce the ball on the proper shape and numeral four out of five times.

Extending Activities:

1. The child listens to the number of times a ball is bounced and then finds the proper numeral.
2. Vary activity to counting hand claps or drum beats. Let children take turns being teacher.

Auditory Discrimination and Memory Activity

Objective:

Identifies and supplies rhyming words

Activity:

Matching pictures of rhyming words

Prerequisite Skills:

Knowledge of some nursery rhymes

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Procedure:

1. Say a rhyme that all know such as Humpty Dumpty Sat on a Wall. Emphasize the words that rhyme.

2. The teacher changes the rhyme as for example:

   Humpty Dumpty sat on a wall
   Humpty Dumpty had a great bump.

   The children tell what is wrong. Together teacher and children agree that wall and fall sound better together.

3. The children then decide what could finish the rhyme:

   Humpty Dumpty sat on a wall
   Humpty Dumpty had a great *ball*.

4. After this introduction children are shown six pairs of pictures that rhyme.
5. Together teacher and children put together the two pictures that sound alike at the end such as cat-bat, book-hook, etc.
6. Each child individually is given six cards and asked to pair them in rhyming words.
7. After that they are given different cards to do the same task.
8. For those children who have difficulty the teacher can take one card and ask the child to find the rhyming pictures.

Evaluation:

The child is able to match five of the six pairs of pictures that rhyme.

Extending Activities:

1. Say two words. If they rhyme, the child claps.
2. Gather ten objects that rhyme. One child chooses an object and the next child chooses something that rhymes with it.
3. Find pictures that rhyme to complete a puzzle.

Language Activity

Objective:

Tells events of a story or experience in sequence

Activity:

Telling events of a nursery rhyme in sequence

Prerequisite Skills:

Ability to relate information verbally

Procedure:

1. Teacher and children say a nursery rhyme.
2. They then act out the rhyme and talk about what happens, first second and third.
3. Children are given three to four picture cards in sequential order of a nursery rhyme or story and tell the story.
4. The pictures are then mixed up. The child arranges the pictures correctly and tells the story in sequence.
5. The pictures are removed and the child tells what happens in the story in sequence.

Evaluation:

The child is able to arrange a series of three or more cards in sequential order and tell the events in correct sequence.

Extending Activities:

1. Children tell a story with flannel board aids.

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2. Children use puppets to tell a story in sequence.
3. Children dramatize a story.

Visual Discrimination and Memory Activity

Objective:

Matches label words to corresponding objects and pictures

Activity:

Matching words to objects in room

Prerequisite Skills:

1. Interest in words
2. Knowledge of beginning sounds

Procedure:

1. Child is asked what object in the room should be labeled.
2. The word is placed on the object. Additional objects are labeled.
3. The child is given matching word cards to place with the identical word card and object.
4. Word cards are removed and the child places the word on the correct object. Initial consonant clues are encouraged to make the correct identification.

Evaluation:

The child is able to match four out of five words with the proper object.

Extending Activities:

1. Child chooses a word and draws a picture of it.
2. More words with objects are learned.
3. The child may make his own picture dictionary of words and pictures.
4. Object cards are used for reading in model sentences: "I see a table;" "I see a chair."
5. Child reads the word without relating it to the object.

Evaluation

☐ Evaluation is part of the learning process and involves the teacher and other team members, the child and the parent. Evaluation should be continuous and diagnostic in nature, measuring progress toward broad goals as well as attainment of learning objectives.

☐ Good teaching implies observing and recording children's behavior and responses throughout the year, finding clues in this way to children's needs in all areas. Effective means of recording the child's progress include:

- checklist of skills and behaviors indicating the date of achievement of each major learning objective (This is an invaluable record for reporting to parents and for the end of the year evaluation.)
- anecdotal records of the child's behavioral patterns
- selected samples of the child's work over an extended period of time
- attendance and health records
- growth records -- height and weight
- results of screening and diagnostic testing.

☐ If the child is to become increasingly responsible for his own learning, then he must be involved in evaluating his behavior and achievements. Time should be provided for children to plan for the day and evaluate their work in terms of their successes and areas where improvement is needed.

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☐ Evaluation also includes assessment of program effectiveness. One means of accomplishing this is to construct profile charts of children's achievement in each major area. Those areas in which growth is consistently high for most children could be interpreted as strength areas. Any areas that show consistently low achievement may suggest a need for change in motivation and instructional program.

Teaching/Learning Strategies

☐ In developing an early childhood program teachers are often eclectic, adopting from or adapting more than one instructional model. A primary consideration in such choice is the compatability of the basic philosophy of how children learn inherent in each model with that of the teacher's own philosophy of teaching and learning. Early education models with clearly distinct goals and characteristics include:

Academic

- Examples: Engelman-Becker, Bushell's Behavior Analysis
- Aims at preparation for school success
- Uses precision teaching and immediate reinforcement
- Teacher is directive; requires enthusiastic energetic teacher

Child Development-Discovery

- Examples: Bank Street, British Infant Schools
- Concerned with child's total development
- Teacher is facilitator of learning
- Emphasis on exploration and alternatives to learning
- Parent involvement

Montessori

- Emphasis on sensory training, self-direction, orderly thinking
- Teacher structures the learning environment
- Didactic materials, prescribed activities

Parent Involvement and Training

- Examples: Darcee, Ira Gordon
- Cognitive stimulation in group experiences supplemented by home learning activities
- Education of parents as partners in teaching the child
- Home visits by teachers
- Inexpensive, home-made materials

Piaget Based -- Cognitive-Discovery

- Examples: Nimnicht, McAfee, Weikart, Hughes
- Concerned with total developmental needs, with emphasis on cognition
- Orderly plan for activities, based on Piaget's developmental approach to intellectual growth
- Concerned with developing a drive to learn
- Environment responsive to child's developing needs and capacities

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Program Design for Three and Four Year Olds

☐ In designing programs for young children there are a number of alternative models that effectively involve parents in the education of their child. Such models include:

- Using the home as a learning center with the parent or parent surrogate observing and assisting the visiting teacher in the instruction of the child. Home teaching may involve one child or a small group of children and their parents. Children's needs determine whether the home teaching sessions are daily, twice weekly, weekly or bimonthly. Related games and activities are suggested for parent and child to continue the learning between home teaching visits.

- Providing group experiences in the school facilities on Saturdays or other available times, when parents can observe and become part of the teaching team, working with individuals or small groups under teacher guidance. Home teaching, as described above, serves to personalize the program for each child according to his needs and abilities. Children with special problems and handicaps participate in the group experiences with their non-handicapped peers. Individually prescribed learning programs are provided for home and school as needed. A lending library and suggested games and learning activities for home use are provided for all participants on a weekly basis.

- Using school facilities for a once-a-week group learning experience as parents observe (through a one-way mirror, if available). Teaching techniques, use of materials, and patterns of child development are discussed with parents by other staff members. Following the observation period, parents practice techniques observed and make a learning device that was demonstrated by the teacher to use in the home. The classroom experience is followed up with home teaching.

- Providing in-school experiences two or more times per week combined with home visits, to individualize the program for each child and his parents.

- Converting school buses or vans into classrooms on wheels to carry teachers and learning materials to children and their parents in rural areas. Activity packets assist parent and child in continuing the learning process throughout the week.

- Preparing teaching packets for parents to use with their children at home. Workshops are held for parents on effective use of the games and activities provided in the packets, on suggested extending activities, and on evaluation of the child's response to the learning activities.

- Providing an early education program in a day care setting, involving parents in program planning and evaluation, in observing and assisting at school and on field trips as their work schedules permit.

- Integrating an early childhood education program into the high school program, involving students in the care and instruction of the children under teacher direction. This can serve a dual purpose of benefiting young children and educating young people for parenthood.

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☐ Any number of the alternatives described under Options for Parent Involvement in the section, Focus on the Parent, may be incorporated into these program models.

☐ A reference list of early childhood program models in Missouri, including brief descriptors and contact persons, is available on request from the Director of Early Childhood Education, State Department of Elementary and Secondary Education.

Sample Schedules for Group Experiences

☐ Schedules should reflect the needs of the children and the overall design of the early childhood program. Teachers will need to experiment with various arrangements of time blocks in order to evolve a schedule best suited to the age level and the goals and objectives for the children they teach. Several alternate plans are listed that may be used, adapted or combined. Teachers will be alert to indications that changes in the schedule are needed as the year progresses.

A. Parent Involvement Program Using School Facilities on Saturdays

Four Year Olds

1. Pre-session Planning -- 15 minutes

   Teacher discusses with the three or four parents who will be assisting, the learning activities that will be under their direction. Each parent is given an Activity Card with specific information on the particular learning experience for which he/she will be responsible during Small Group Activity Time. This card gives the parent an added sense of confidence in his ability to successfully work with small groups of children without the teacher's direct supervision. The Parent Activity Cards become an invaluable resource file for the teacher for subsequent use with other parents and children.

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Sample Parent Activity Card

Primary Skill Area, As Language or Gross Motor

Name of Activity:

Purpose: (Briefly stated)
Materials: 1. (Provided by teacher)
2.
3.
Procedure: 1. (outlined step by step)
2.
3.
4.
Evaluation: (If desired)
Follow-up: (Related activities if time permits)

2. Free Choice Activity -- 15 minutes
   Child chooses one from a number of activities to engage in.
3. Large Group Activity (20 children maximum) -- 20 minutes
   A theme, subject or concepts are developed through filmstrips, verbal expression, rhythms, songs. Parents and student volunteers participate with children.
4. Small Group Activity -- 60 minutes
   Children participate in four different small group activities focusing on the development of language, gross motor skills, perceptual skills, math concepts and the creative arts. Involving parents as part of the instructional team makes possible a ratio of one adult to every four or five children.
5. Creative Play -- 30 minutes
   Indoor or outdoor play activities
6. Closing Activity (total group) -- 20 minutes
   Story time, singing, circle games, dramatization

☐ Parents assist as teachers on Saturdays on a rotating basis. Teachers make home visits during the week, working with one child or a small group and parents.

B. Demonstration-Observation Program Using School Facilities Weekly

Four Year Olds

Demonstration Section	*Observation Section*
1. Teacher -- Aides -- Children (45 minutes)	1. Psychologist and Parents (45 minutes)
Language Development Activities	Observation by parents
Auditory and Visual Skill Development	Interpretation by school psychologist or other staff member
Gross and Fine Motor Development	May include parent participation in classroom as parent and child learn new game
Cognitive Development Activities	
2. (15 minutes)	2. (45 minutes)
Clean-up time, snacks	Discussion related to observation

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3. (1 hour)
   Free Choice Activity
   Stories
   Educational Games
   Audio-Visual Programs
   Work with individuals or small groups in areas of special need

   Actual learning of songs, fingerplays and games by parents
   Discussion of child development practices, principles of learning and teaching in the home

3. (30 minutes)
   Parents make a learning device that has been demonstrated during the observation period

Parent and child attend one day per week for two hours. Visiting teacher works in home with parent and child two hours per week.

C. Schedules for Group Experiences Two or More Days a Week

Three Year Olds

1. Free Choice Activity -- 20 minutes
2. Language Arts or Social Studies Activities -- 20 minutes
3. Music, Fingerplays, Poetry -- 20 minutes
4. Snack and Rest or Quiet Time -- 20 minutes
5. Physical Activity -- 20 minutes
6. Art Experience -- 20 minutes
7. Mathematics or Science -- 20 minutes
8. Story, Closing Activities -- 10 minutes

* * *

1. Activity Period -- 50 minutes
   Free choice of activities, such as blocks, art media, manipulative toys and materials, outdoor activities. Teacher observes and facilitates learning.
2. Transition -- 15 minutes
   Clean up, bathroom, quiet time with book or record, help with preparing snack. Transition times provide flexibility for some children to work for a longer period and for others to move ahead to the next activity without waiting.
3. Story and Music -- 30 minutes
4. Snack and Rest -- 25 minutes
   May include a food experience -- cooking, baking, talking, tasting, eating. Periods 3 and 4 may provide a desirable time for a walk, a visitor or a film.
5. Transition to Indoor or Outdoor Activity, Clean-up, Closing -- 30 minutes

The Home Teaching Visit

☐ Well planned home teaching visits provide a unique opportunity to individualize the learning program for each child. The length of a home visit with three and four year olds and the parent or other caregiver will vary according to the child's ability to attend. Visits will usually range from one half hour to an hour in length, with some children requiring more than one visit a week. The child's needs should determine the length and frequency of the visit.

☐ For an effective home teaching visit:

- Begin by asking the child and parent to show and tell about their learning activities since your last visit.
- Be perceptive of the child's attitude toward the activities. Was learning fun? How does the parent evaluate the activities? Were they appropriate? Was the child successful?

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- Show enthusiasm for their accomplishments.
- Quickly review the preceding group experience at school that may relate to the home teaching activities to be presented.
- In introducing each learning activity to the child give the parent a clear understanding of the purpose of the activity and how he may participate.
- In teaching the child model all the techniques you want the parent to employ.
    1. Begin each learning activity with a success.
    2. Give immediate praise and reinforcement.
    3. Proceed in small steps.
    4. Move to a simpler or more difficult task if necessary.
    5. End with a success and before the child looses interest.
- Encourage parent questions and comments.
- Move to a new activity that provides a change of pace, as from a motor activity to one developing visual skills. Provide the kinds of activities that are appropriate to the child's needs and as many as time will allow.
- Be mindful of a younger sibling, if present. Involve him if he is interested or have other materials appropriate to his age level.
- Give specific suggestions, and materials if needed, for at home learning activities until the next visit.
- Alert parents to countless opportunities to spontaneously teach children through everyday experiences such as sorting laundry, setting the table, planting a garden.
- Let the child select from a lending library of books and instructional toys and games, if available.

☐ A parent who may find it difficult to work with her child or to provide a quiet, uninterrupted time for home visits, is often helped by participating with her child in group home teaching visits. This provides opportunity to learn from another parent who is better organized and more successful with her child.

☐ Completing a brief, objective report immediately following the home teaching visit enables the teacher to evaluate progress and plan alternate strategies as needed. The report may include a list of learning activities presented, materials left in the home, activities suggested for child and parent, evaluation of child's response and parent attitude, suggestions for next home visit.

Workshops for Parents

☐ Early childhood programs that provide workshops for parents find them to be an effective means of improving parenting skills, thus indirectly facilitating the child's learning. These are especially important if the program does not include home teaching visits.

☐ Workshops may include small group discussion, demonstration teaching, preparation of learning materials or instruction on the use of learning packets in the home. Parents have opportunity to share experiences and ideas, providing mutual encouragement and support. They are given confidence in their skills and abilities to motivate and teach their child, in numerous informal ways. Workshops can help parents to better understand and accept developmental variability in children. Understanding, informed parents contribute to the child's success in learning.

Learning in the Kindergarten

☐ Today's kindergarten children, in general, are more experienced, socially adept

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and physically competent, than their counterparts of a few short years ago. Television, increased mobility, an abundance of books and toys, preschool experience, improved nutrition, preventive medicine, all have affected early childhood development to some degree. Whether the child lives in the inner city, suburbs, small town or rural area, he has experienced some of this cultural change.

☐ The changing needs of five year olds have provided impetus for much rethinking of the instructional program in the kindergarten. A successful program is based on a careful appraisal of each child's capabilities and needs which determine his level of readiness for learning. The "problem of the match," which Hunt describes as crucial, is that of finding the most stimulating circumstances for each child at each point in his development. Kindergarten should be as exciting and challenging for the five year old who has had a rich preschool experience as for the child leaving home for the first time.

☐ Providing this match implies differentiated instruction in the kindergarten. For those children with a high level of visual, auditory and cognitive skill competence and who are motivated and mature enought to learn to read without difficulty, beginning reading instruction is appropriate. Reading in the kindergarten should acknowledge the child's natural curiosity about words, relate to his interests and experiences and provide instruction in an informal setting.

☐ For every child, whatever his level of readiness, "the match" implies building experiences and developing the competencies that he needs in order to find school a successful, rewarding experience.

Planning the Kindergarten Day

☐ From the beginning children should share in planning and discussing the day's activities. The orderly progression of similar activities recurring in a pattern from day to day helps them to systematize daily time in their lives.

☐ Personalized teaching implies small group instruction, which, in turn, requires that children be able to work independently while others work under the teacher's guidance. Children should be introduced early to the experience of listening to directions and proceeding on their own. The independent work time can be one of the happiest and most rewarding periods in the day. It is a time of achievement. It requires that the child learn to complete a task and to work alone or cooperatively with others, sharing ideas and materials -- to become a self-directive learner.

☐ The teacher sets the tone and the expectations by which children learn to work individually and in small groups. Organization of materials in advance and clear understanding of individual or group responsibility are essential to success. Parents, older students or teacher aides can effectively assist in preparing and organizing the day's materials before school begins. The children, however, should feel that the room belongs to them, and that they are responsible for the care of supplies and the appearance of the room. They need to know where to put completed work, how to get additional supplies and what activities they may pursue without disturbing others. Parent volunteers, teacher or student aides can be invaluable as resource persons, responding to children's needs and facilitating learning while the teacher works with an individual or small group.

☐ Games to be used as independent activities should first be introduced and played under the direction of the teacher or aide. The number of children who may play a game or engage in a particular activity at one time can be indicated by dots or numerals marked on the game or activity area.

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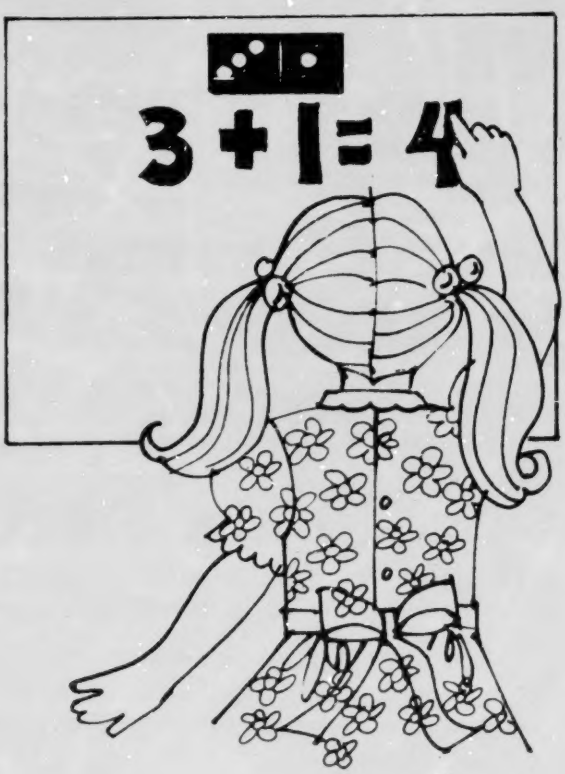
The Extended Day Kindergarten

☐ In order to provide adequate time and opportunity for personalized instruction there is a growing trend toward extending the kindergarten day. Historically, kindergarten began as a full-day program. In 1970, the American Association of Elementary-Kindergarten Nursery Educators, NEA, recommended that "a full-day kindergarten be available to all children, organized flexibly to accommodate the needs of kindergarten children and teachers." Extending the day beyond the three-hour session makes possible:

- a better balanced, less hurried program that allows for a variety of approaches to learning
- more individual attention at an age when this is very crucial
- added opportunity for reinforcing and extending learning
- more time for children to explore and discover on their own
- closer cooperation between home and school through teacher home visits and parent involvement in the kindergarten classroom.

☐ An extended kindergarten day that is more than three hours in length but less than a full day provides added learning time for children and opportunity for teachers to make home visits, hold parent conferences and plan with other team members and volunteer assistants. In some districts circumstances may necessitate a full day program rather than an extended one that allows for an hour or more of teacher preparation and work with parents after the children have been dismissed. An extended day schedule of learning experiences for children can be adapted to a full day schedule with minor modification in time blocks.



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Sample Schedule — Three Hour Kindergarten

Time Block	Learning Experiences
15-20 minutes	Opening, planning the day. Sharing experiences can be included in this time, but should be purposeful and not involve all children at one sitting.
60 minutes (may be broken into smaller blocks)	Small group instruction. The teacher or teaching team provides small group instruction in language and reading skill development, perceptual skill development, or math and science concepts, according to children's levels of readiness. Follow-up activities to be completed independently may be related to the small group instruction or other tasks appropriate to the particular needs of children. Upon completion of a designated task children may choose from a variety of activities, according to the plans for that day. Adult or student aides can effectively assist with art activities, a listening station, visual-motor activities, and other learning experiences while the teacher is engaged with a small group.
20 minutes	Music, rhythms, gross motor activities (may alternate). A minimum of one session per week with both music and physical education specialists is recommended. This is supplemented by teacher-directed activities in both areas.
20 minutes	Supervised outdoor play, weather permitting.
20 minutes	Independent activity time. This time provides opportunity for children to be engaged in learning centers according to their interests. The teacher, in observing the children, takes her cues from them as to how she may best be involved. This period may sometimes be used for TV, films, and filmstrips. The teacher may want to use this period to give individual help, as needed, as a follow-up of the small group instruction.
10-15 minutes	Activities or games related to units of study.
10 minutes	Change of pace, if and when needed. May be relaxation while listening to music. Some children may need a short rest, others do not.
15-20 minutes	Story and poetry time, dramatization. Evaluation of the day.
	Teachers may choose to use the small group instruction time block one day a week for directed art activities and other learning experiences related to social studies or other units of study.
	One directed art activity a week, by the art specialist, if possible, is considered adequate for children this age. They should have many opportunities throughout the week to work freely and creatively with art materials.

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Sample Schedule — Extended Day Kindergarten

Time Block	Learning Experiences
20 minutes	Opening, lunch count, planning the day.
60 minutes	Small group instruction in language and reading skill development. Related independent work activities followed by choice from a number of options. Adult or student aides can act as resource persons for children working independently and may engage in small group learning activities with children who are not working with the teacher.
20 minutes	Outdoor play, weather permitting.
10 minutes	Quiet time, music appreciation or snack.
30 minutes	Social studies activities, science, art, dramatization, films (alternating).
20 minutes	Music, rhythms, gross motor activities, alternating days. A minimum of one session per week with both physical and music specialists is recommended. Teacher directed activities continue through the week in these areas.
60 minutes	Lunch. Outdoor play. Quiet time -- rest, relaxation to music or story. Teacher aide or parent volunteer assistance can provide duty free lunch period for teacher.
60 minutes	Small group learning activities in math, visual-motor and auditory skill development according to children's needs. Student or adult aides may assist as with the morning small group instruction time.
30 minutes	Independent activity time. Children are engaged in learning centers according to their interests. This may include dictating or recording experience stories, doing science experiments, using the listening station and other experiences that enrich and extend learning. The teacher may want to give individual help during this period as needed.
20 minutes	Story, closing, evaluating the day.

* * *

After dismissal of children, teacher activities include:

- Home visits
- Conferences with parents
- Program planning and evaluation of progress
- Planning with other team members and volunteer assistants.

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5. Focus on the Parent

☐ Parents and parent surrogates are the child's first and most important teachers. They are the wellspring of a child's personality structure, motives for achievement and patterns of development. In the care of these important persons the child begins to form a basic sense of trust and a positive self image. These are the roots of initiative, imagination and problem-solving abilities.

☐ Parents want the very best for their children. A primary purpose of early education is to strengthen and support the parents' desire to improve their parenting skills. The most effective early childhood programs are those in which parents and program personnel cooperatively seek ways to enhance the child's social, emotional, intellectual and physical development.

☐ Early childhood education programs need the active involvement and support of parents and the community in:

- defining a mutual philosophy and setting goals for the program to meet the needs of the children in that community
- assisting in the implementation and ongoing evaluation of the program's effectiveness in meeting these goals
- helping in the identification of the needs of children to be served
- facilitating a transfer of trust from home to school
- marshaling the resources needed to finance and strengthen the program.

☐ Early education programs must assume the responsibility of sharing with parents an awareness of the needs and developmental patterns of the young child:

- emphasizing the importance of the early years in the total development of the child
- building an awareness of the opportunities parents have in helping their child to learn
- increasing their knowledge and understanding of child development
- strengthening parents' confidence in their ability to teach their children
- supporting parents in this role by supplying ideas and materials to be used in the home.

Options for Parent Involvement

☐ In establishing a working relationship with parents in the education of the child, options should be provided for parents that accommodate their needs, desires and capabilities. A variety of alternatives should be considered whereby the program and family may reinforce and enhance each other's efforts on the child's behalf.

Brief, Attractive Brochures, Newsletters and Bulletins

☐ Written communications sent home at regular intervals keep parents informed and involved. Some may be co-edited by parents and program personnel. Items of interest to parents include:

- informative announcements about the program
- activities to help parents coordinate the child's informal learning at home with the learning skills being emphasized in the program
- suggested books to read, games to play, places of interest to visit
- a parents' corner for sharing ideas.

Parent-Teacher Conferences

☐ Pre-enrollment conferences are an excellent means of establishing rapport with parent and child. Ongoing conferences may be initiated by either parent or staff, with

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responsibility for content shared by both. Techniques for successful parent-teacher conferences include the following:

- Arrange for a mutually convenient time and place.
- Begin and end conference with a positive and encouraging comment.
- Listen to each other with enthusiasm and mutual respect, asking questions to clarify issues.
- Be objective about the child, describe behaviors and avoid labels.
- Work for agreement on goals wherever possible.
- Be sensitive to the parent's view of the situation. Be tactful and honest.
- Define areas of concern and avoid fixing blame and faultfinding.
- Recognize problems that require possible referral resources.
- Follow up on specific recommendations.

Home Visits

☐ These afford a unique opportunity for the teacher to see the child as part of his total environment and can serve to integrate the teacher into a new relationship with the family. Home visits are also an effective means of helping parents to improve their skills in motivating and teaching their children. To insure a successful visit:

- Make an appointment; be considerate of the family's time schedule.
- Go with something positive to discuss about the child and/or a learning activity that can be done in the home.
- Be cognizant and accepting of the life style of the family.
- Give some time and opportunity to the parent to talk about her own achievements, needs or problems.
- Introduce a game, book or creative activity that will necessarily involve the parent or caregiver in a developmental experience with the child.
- Show how toys and games can be improvised using household items to foster learning.
- Demonstrate effective teaching methods while working with the child.
- Decide upon some goals to work toward prior to the next visit.

Home Learning Activities

☐ Early education programs should provide opportunity and materials for parents to extend their knowledge of how the young child grows and learns. Demonstration teaching, home activity guides and learning packets are effective means of motivating and assisting parents in using everyday experiences to foster their child's development.

- Provide a lending library of resources for parent information.
- Provide lending toy and book libraries for children. Early childhood collections of paperback books are excellent for this purpose.
- Suggest activities to involve children in learning experiences when cooking, tasting and preparing food.
- Demonstrate how children can learn by noting and comparing colors, textures, sizes and shapes and by counting objects indoors and out.
- Explain how shopping with the family can become a learning experience.
- Encourage specific play activities to help develop large and small muscle coordination.
- Give parents meaningful ways of reinforcing their children's positive behavior.
- Suggest ways in which parents can help children to build self-esteem.

- Identify materials in the home that can be used for toys, games and informal learning.
- Suggest how pictures from magazines can be used for games of classification, counting, sequencing, etc.
- Seek opportunities to express appreciation for various backgrounds and life styles in the choice of take-home materials made available.
- Suggest learning resources in the community -- the library, zoo, museums, etc.

Parent Workshops and Study Groups

☐ These serve to bring together parents, staff and community resource personnel around topics of mutual interest, such as:

- the importance of the early years
- program objectives and implementation
- how children learn
- motivation and positive reinforcement
- parent-child communication
- positive value of play
- impact of television on children
- how to develop creativity in children
- how the home can reinforce the skills taught in the early childhood program
- construction of educational toys, games and other tools of learning
- developing responsible behavior
- how to use community resources for better family living.

Cable TV

☐ This is a powerful medium for reaching a large audience of parents, informing them on effective means of guiding and teaching young children, beginning in infancy.

Counseling Services for Parents

☐ This is a service particularly welcomed and needed by parents of young children. It can be the means of detecting serious problems that require referral to outside agencies.

Parent Councils

☐ A parent advisory group can share responsibility for planning, implementing and evaluating the early childhood program. Such committees may also involve persons from the larger community with concern and/or expertise in early childhood education.

Volunteer Assistance at School

☐ Senior citizens, junior high, high school and college students, as well as parent volunteers, can be invaluable in the classroom:

- aiding individuals and small groups of children under the teacher's directions
- helping with organized play activities
- helping to collect, organize and prepare supplies and materials
- accompanying children on trips and outings
- reading stories to children
- listening to and recording stories that children tell

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- acting as a resource person, sharing hobbies, skills, interesting experiences and cultural conditions and customs
- recording observations and progress of children
- assisting with early screening
- serving as parent coordinators to insure that volunteer help is available as scheduled.

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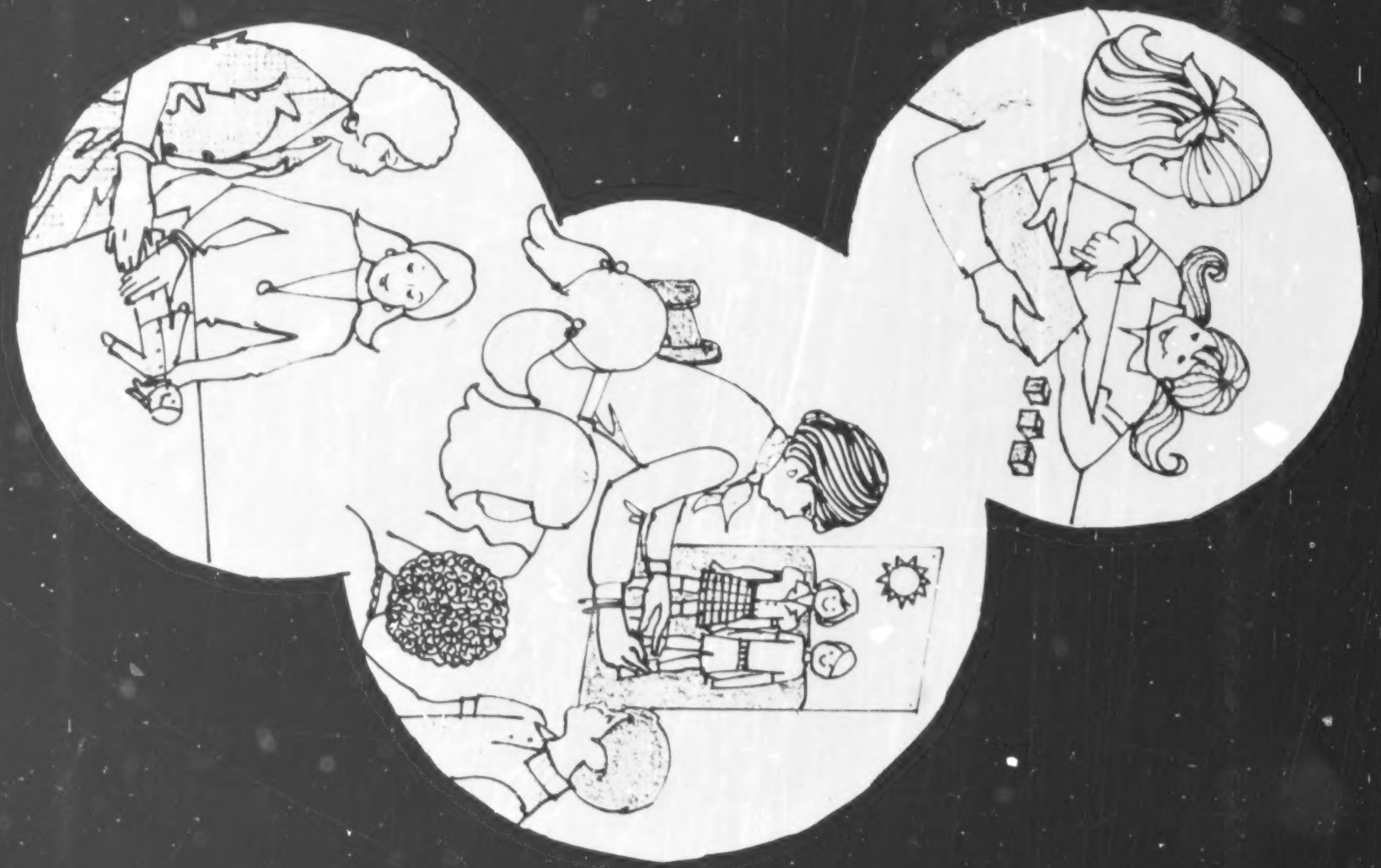
6. Focus on the Teaching Team



Teacher Competencies

☐ Programs for the young child demand the very best that education has to offer. Ultimately the quality of early childhood programs depends on the quality of the relationship between the child and the persons interacting with him, primarily the teacher.

☐ What are the special competencies needed by teachers of young children? The Child Development Associate (CDA) Consortium, a coalition of national organizations concerned with the development of young children, funded by the Office of Child Development, has attempted to define the competencies needed by those who work in early education. Six general skill areas have been defined by the Consortium:

I. Set up a safe and healthy learning environment for children.
II. Advance the children's physical and intellectual competence.
III. Build the children's positive self-concepts and individual strengths.
IV. Organize and sustain the positive functioning of children and adults in a group learning environment.
V. Bring about productive coordination of home and center child rearing practices and expectations.
VI. Carry out supplemental responsibilities related to the children's programs.

☐ In addition to these competency areas, the Consortium has outlined the following characteristics essential for teachers of young children:

- to be sensitive to children's feelings and the qualities of young thinking
- to be ready to listen to children in order to understand their meanings
- to utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children
- to be able to protect orderliness without sacrificing spontaneity and childlike exuberance
- to be differently perceptive of individuality and make positive use of individual differences within the child group
- to be able to exercise control without being threatening
- to be emotionally responsive, taking pleasure in children's successes and being supportive for their troubles and failures
- to bring humor and imaginativeness into the group situation
- to feel committed to maximizing the child's and his family's strengths and potentials.

☐ The task force commissioned to determine the competencies needed by Missouri teachers of young children decided first that the competencies selected should be consistent with the stated goals of early childhood education. They further decided to develop the six general skill areas defined by the CDA Consortium, adding a degree of specificity and meaning to the skill areas and suggesting ways in which teachers might demonstrate competency.

☐ The task force recognized that few teacher behaviors are universally effective. Rather, they depend to some extent upon contextual factors and the developmental level of the child. They further recognized that there are literally hundreds of ways to demonstrate competency in a particular skill area. Therefore, no attempt was made to produce exhaustive lists of skills. Rather, they defined examples that seem important in most situations and which communicate in broad terms the types of skills that teachers of young children need.

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Competency Area I: Set Up a Safe and Healthy Learning Environment For Children

A. Organize the physical environment -- classroom equipment and materials to facilitate learning.
   1. Provide a variety of learning materials (games, furniture, equipment, etc.) that promote cognitive, social and psychomotor development on the part of the child and that accommodate individual differences in interests and levels of learning.
   2. Organize the available space into functional areas which:
      - provide for active movement and quiet involvement
      - are identifiable by children (e.g. block-building, library)
      - take into account the characteristics and interests of the particular group of children.
   3. Organize the classroom equipment, games and other materials so that children can use them independently and can assume much of the responsibility for their care.
   4. Involve children in making decisions concerning the use of space, equipment and activities.

B. Provide for the children's health and safety.
   1. Be able to foresee and prevent potential hazards in the environment; implement, if necessary, established procedures for dealing with emergencies such as fire, accidents and illness.
   2. Keep light, air and heat conditions at best possible levels.
   3. Be sensitive to the health and well being of individual children and take appropriate action.
   4. Recognize and provide for the *child's* rhythm of the moment as it relates to the *group* rhythm of the moment.

C. Plan and organize the available time for carrying out the program most effectively.
   1. Facilitate effective, continuous planning by keeping adequate records on the children's needs, abilities and progress.
   2. Organize the available time to include a balance of:
      - quiet and active periods
      - indoor and outdoor activities
      - intellectual, physical and social activities.
   3. Provide both structure and flexibility in the program to accommodate special needs or situations.

Competency Area II: Advance the Children's Physical and Intellectual Competence and Creative Expressiveness

A. Develop children's intellectual competence.
   1. Set realistic goals (and help children set goals) for the cognitive and physical achievement of each child, building on his known strengths and taking into account his needs.
   2. Provide adequate opportunity for:
      - questioning
      - observing
      - exploring and discovering
      - experimenting and problem solving.

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3. Provide opportunities for a rich variety of experience in all sense modalities.
4. Help children develop skill in classifying things in their environment and develop concepts about them (temporal, spatial, quantitative, etc.).
5. Use a variety of structured and unstructured strategies for developing receptive and expressive language skills necessary for communication and for further cognitive growth.

B. Advance their physical competence.
1. Use knowledge of physical development in planning and providing play and other activities which allow children to explore and manipulate their physical environment and/or to gain increased control over their own body movements.
2. Provide activities for sequential development of sensory-motor skills.

C. Facilitate their creative expressiveness.
1. Provide a variety of art and manipulative media; encourage children to symbolize in their own terms without imposing standards of realistic representation.
2. Utilize, support and develop the play impulse in various symbolic and dramatic forms as a means of developing and clarifying language, thought and feelings.

Competency Area III: Build Positive Self-Concept and Individual Strength for Each Child in the Group

A. Accept and respect the child, his family and cultural identity. This includes accepting child dependency and assertiveness, language, family life styles and customs of the family's culture. For example:
1. Recognize and affirm the child by frequent use of his name, his picture and conversation about him and his interests; provide space for his belongings.
2. Accept dependent child behavior and provide constructive opportunity for self-assertion.
3. Learn and comprehend the "language" of each child and of specific cultural groups; listen to child's comments, his point of view; and respond to child needs expressed verbally or by actions.
4. Refer positively to the child's identification with social roles (sex, family, occupation) and groups (race, ethnic).
5. Incorporate the perspectives of various cultures in the experiences provided children.

B. Affirm each child's growth by assisting and responding positively to the child's: advancing physical and intellectual skills; initiative and assumption of responsibility (intellectual tasks, routines, motor activities); increasing ability to adapt to and cooperate with others; individual rate of growth. For example:
1. Verbalize and otherwise recognize advancing skills (e.g. "You zipped your coat all by yourself today.").
2. Assist child and state expectation for child's increasing responsibility (e.g. "Here is the sponge, you wipe up the water," "You put the crayons away, I'll get the juice and crackers.").
3. Elicit, but do not force, adaptation and cooperation (e.g. "When you finish the puzzle, Jimmy wants it," "You helped Suzi put the books away.").
4. Provide for and acknowledge divergent encounters and outcomes.

C. Recognize emotional and special needs, and meet these needs in program planning for individual children and for the group.

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1. Know behaviors typical for age groups, identify levels of accomplishment in children; adapt program to meet needs (arrange parallel play for a shy child; invent activity games which can be mastered by a child wearing a leg brace, etc.).
2. Identify serious developmental problems exhibited by children and work with other professionals in arranging for diagnosis and treatment.
3. Recognize and accept regressive, immature or asocial behavior and consult with parents as to causes and solutions; plan and develop alternative behaviors.
4. Accept child's needs for dependence on parent and/or teacher (e.g. plan for parent to stay with child during entry period, support those children who are more dependent).
5. Use daily experiences so that children learn social and affective concepts.

D. Develop program based on needs of individual children.
1. Accept and allow for individual differences in learning style, pace and emotional responses.
2. Use varied teaching methods to meet varied child needs (modeling, environmental organization, questioning, suggesting, directing).
3. Program the activities to provide a balance between the child's present competence and additional competencies to be reached.
4. Hold and express realistic expectations for each child that shift as the child increases competence.
5. Provide opportunity, encouragement and materials so each child will experiment with his own ideas and produce differentiated and individual responses.

E. Demonstrate, describe and explain the principles underlying the above competencies to co-workers, parents and administrators and assist them in acquiring and using them for the benefit of children.

Competency Area IV: Develop and Maintain Positive Group Interaction of Children and Adults

A. Accept individual and parallel activity while also developing children's small group interaction.

B. Plan formal and informal learning experiences to develop in children a sense of membership in various groups.

C. Utilize group interaction as a learning experience in child-initiated and informal groups as well as in directed formal groups.

D. Model *positive* social acts (friendliness, interdependence, cooperation, sympathy, etc.), talk about and elicit child conversation and action.

E. Help children talk about *negative* feelings and behavior and to learn consequences in terms of feelings of others.

F. Involve the children in helping to form group standards.

Competency Area V: Bring About Optimal Coordination of Home and School Child-Rearing Practices and Expectations

A. Create a bridge between the child's home and school life.

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1. Explain clearly the school's present goals and program.
2. Listen with attentive interest, show genuine friendliness, concern and sensitivity to child and parent.
3. Provide varied opportunities for child to bring personal family-life experiences into the school program.
4. Arrange ways for parents to pre-plan with staff and then to work with children.
5. Provide opportunities for parents to give input into the program.

B. Support parents in the role of parenthood.
1. Show sincere, uncritical interest in parents as persons experiencing the complex task of parenthood. Make genuine effort to understand parents' views and concerns.
2. Provide appropriate sources of information pertinent to specific parent needs.

C. Strengthen parents' support of their child's growth and learning.
1. Encourage parents to recognize and appreciate their child as a unique person.
2. Help parents to identify, accept and interpret their child's growth patterns and needs in relation to his behavior.
3. Assist child and parent in finding ways to use school experiences in real life in the real world of home and community.
4. Explore with parents alternative ways of dealing with their children.

D. Use parents' abilities and resources.
1. Help parents recognize significance of being involved in the child's learning.
2. Plan with parents ways in which their talents and interests can be shared in the school program.
3. Help parents develop realistic expectations for themselves and their child.
4. Help parents utilize home environment in learning activities.

Competency Area VI: Carry Out Supplementary Responsibilities Related to the Children's Programs

A. Implement effective staff communication and relations.
1. Establish procedures for staff planning and communicating child's needs.
2. Utilize unique capabilities of the staff in the on-going programming.
3. Encourage growth through continual evaluation in which current strengths are recognized and areas needing improvement are identified.

B. Establish effective management functions.
1. Participate in writing job descriptions and cooperate in rotating staff assignments.
2. Establish a system for collecting, recording and utilizing cumulative data.
3. Keep abreast of a variety of program models to determine those which may be used to strengthen the program.
4. Be able to carry out diverse management functions appropriately for the specific situation (e g. ordering supplies and equipment, arranging transportation, developing a system for using volunteers, planning nutritional and educational food activities).

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E

The Teaching Team

☐ The teaching/learning process is essentially a personal transaction. Children tend to model their behavior from significant adults in their lives. It is most important that all the adults -- teachers, principals, counselors, nurses, aides, school volunteers and other school personnel establish communication and build bridges of understanding and cooperation with one another in order to function effectively in the education of young children.

The Teacher

☐ The competent teacher has a basic knowledge of children's growth patterns and of how children learn. He/she structures curriculum for the children's active involvement and plans for the effective use of auxiliary personnel.

The Principal

☐ The principal is both teacher and administrator. In this leadership role he/she facilitates early childhood programs by:

- interpreting the philosophy and objectives to the community
- recognizing the value of standards in early childhood education
- effectively coordinating the teaching team
- giving support to the teacher in developing an appropriate program
- working to develop cooperative relationships between home and school
- making available suitable equipment, supplies and resources
- initiating measures to integrate the curriculum at all levels of early childhood education
- working with teachers to develop schedules which include time for home visits and parent conferences
- enlisting the aid of community volunteers.

Counselor and/or Social Worker

☐ Counselors and/or social workers play a vital role in the teaching team. With their perceptive skills and their knowledge and understanding of children and adults, the counselor and/or social worker can strengthen the teaching team through such activities as:

- identifying individual needs of children
- becoming a resource person for the teaching team and home
- coordinating referrals to community agencies
- providing personal and group counseling to children and parents.

The Nurse

☐ The school nurse contributes by:

- coordinating health services of the school
- screening for vision, hearing and other health problems
- consulting with parents concerning special health problems
- referring to specialists and community agencies
- acting as a resource person for the school in curriculum development.

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Aides and Volunteers

☐ Because children work most naturally in small groups and sometimes one to one, the ratio of adults to children is an important factor in determining the quality and quantity of learning that occurs. Aides and volunteers augment the teacher. Functioning under the presence and supervision of the teacher, they multiply her effectiveness at no risk to the program.

☐ Pre-service and in-service training offers an effective means of assisting aides and volunteers to become an integral part of the teaching team. The teacher and other staff members work closely with these older students and adults to help them improve their understanding of the philosophy, goals and methods of the program to promote optimal growth in the children.

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7. Focus on the Special Child

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☐ It is important to think of the child with a special problem or handicap as a *child*, first of all, more like other children than different. He is the child who has a generally recognized and persistent physical, mental or emotional disability which prevents him from taking part freely in the activities that are so important to children his age. His basic needs, however, are those of all children. He needs to be accepted, to be loved and to succeed.

☐ There is much evidence to indicate that the special child should be integrated into regular early childhood programs whenever possible. If we want them to live in the real world, it is imperative that handicapped and non-handicapped children learn to accept, understand and show human concern for each other.

Types of Handicapping Conditions

☐ A full discussion of the vast range and variety of children's handicapping conditions is beyond the scope of this publication, however, a description of types of handicaps and the special needs they may generate may be helpful to teachers. The following information has been adapted from Lapides (1973).

Auditorily Handicapped Children

☐ Deafness is the most severe handicapping condition within this category. There is much controversy as to the best approach to help deaf children. Deaf children of deaf parents usually use sign language, and in their "natural surroundings" have many language (not speaking) skills. The program staff can pick up the essential signs for simple communications from the parents (communicate in writing) or from books and pamphlets available from various sources. Once deafness has been diagnosed, hearing parents of deaf children have to be helped to develop a method of communication with their children. Community agencies, societies of deaf adults and a state school for the deaf may be of great assistance to the parents in this case. Placement in an early childhood program will assist the deaf child's socialization and adjustment to the "hearing world." Staff training in manual communication is not essential. However, training in how to discipline, get the child's attention, supervise activities and individualize programs is essential. Preschool deaf and hard-of-hearing children need to participate in a structured language development program.

☐ Hard-of-hearing children, once diagnosed and provided with hearing aids, tend to function like their non-handicapped peers. However, staff has to be aware that a hearing aid does not make a hard-of-hearing child "normal." It is an electronic device that can cause discomfort and is subject to mechanical difficulties, the weather and colds. Staff training in dealing with hearing aids and/or careful speech and looking at the child while speaking is important. Parent education in communication skills and assistance with child management are important.

Chronically Ill or Other Health Impaired Children

☐ Children handicapped by epilepsy, cardiac conditions, leukemia, hemophilia (bleeding), cystic fibrosis, muscular dystrophy, asthma and sickle cell anemia are included in this category. Children who suffer from the above handicapping conditions may require individually "tailored" programs, such as variation in center attendance, home-based models in conjunction with center attendance. Discipline may be a problem be-

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cause they often have short life spans, consequently parents, teachers and relatives tend to give in to them. Constant medical supervision is essential, and administration should plan for it. Staff needs training in how to react in an emergency -- when a child has a seizure or attack. Integration with non-handicapped children is of vital importance for social-emotional growth. Parent education and support is also essential, particularly with the terminal children. Coordination of medical, social, educational and counseling resources is essential for the families, children and the early childhood program.

Emotionally Handicapped Children

☐ Such children exhibit one or more of the following characteristics: inability to learn not explained by intellectual, sensory or health factors; inability to establish satisfactory interpersonal relationships with peers and adults; inappropriate behavior under normal circumstances; tendency to develop unusual fears, pains or physical symptoms. Staff training is essential to develop coping techniques with children, behavior modification techniques and cooperation with ancillary personnel. Cooperation and coordination with local community mental health clinics is advisable. Parent education and counseling is required to support the work of the program and modify the child's disturbing behavior.

Mentally Retarded Children

☐ A child who is severly or profoundly retarded at age five functions more like a ten month to two and a half year old. Children thus identified require training in self-help skills. The teaching of self-help skills requires that the tasks taught be broken down into sequences of simplified short steps. Teaching must be done at the child's appropriate level with much repetition and success-assured activities. Staff should be trained to show as well as tell and to avoid drastic changes of activities. Parent education and training is essential for carry over. Similar teaching procedures are appropriate for children exhibiting mild and moderate mental retardation. Care should be taken to avoid labeling and stigmatizing the child and the family. A psychologist trained in special education and prescriptive diagnosis will be most helpful.

Orthopedically Handicapped Children

☐ Children in this category will be children who have cerebral palsy, loss of limbs, deformed limbs, spina bifida, accident victims and children who are either non-ambulatory or ambulate with difficulty requiring specialized equipment. Primary program adjustments will most likely be needed in transportation (how to get child and wheel chair in and out of vehicle) and special building requirements, such as wider doors to accommodate wheelchair, wide toilet cubicles, ramps, handrails in toilet and classrooms, non-slip floor coverings for children with crutches. Staff training in how to accommodate to the special equipment and to assist the child in adjusting to the equipment will be required. Staff will most likely have to assist peers in adjusting to the physically handicapped child and encourage the handicapped child's independence.

Speech and Language Impaired Children

☐ In this category are children who do not talk, but are not deaf, who have cleft palate (an opening in the roof of the mouth which affects speech), or who have a physical defect that prevents clear intelligible speech. It also includes those with marked lan-

guage delay, which may be due to a developmental lag and/or lack of stimulation. Initial identification should be confirmed by a professional trained in speech and language development. Speech and language retardation requires individual or small group attention to develop necessary language and communicative skills.

Children With Specific Learning Disabilities

☐ The learning disabled child has average or above average intelligence but may manifest difficulty with perception (ability to attach meaning to sensory stimuli), conceptualization, language, memory, motor skills and/or control of attention. There is a tendency for these children to develop emotional problems due to failure to achieve adequately. Staff should be aware of major signs and symptoms and of referral sources where extensive evaluations can be made. Success in helping these children develop compensatory learning methods and strengthen areas of developmental delay is related to the time lapse between onset of the problem and application of special teaching methods.

Visually Handicapped Children

☐ Blindness is a complete lack of vision, or the inability to see anything -- colors, shadows, shapes, darkness or light. Most visually impaired children have slight vision. Some can see objects held close to their eyes, some can see general shapes of things but not details. They can learn to use what vision they have if they get a great deal of visual stimulation. If they are not encouraged to use what vision they have, that amount of vision may deteriorate. Staff needs to be trained to incorporate the special needs of the visually impaired child into the daily activities. Professional help should be sought as needed to assess a child's vision, consult with staff on problems or activities to exercise the visual development of visually impaired children. Parent support, counseling and education for transfer of learning and assisting the child's movement toward greater independence may be required.

Multiply Handicapped Children

☐ Children whose mothers have had rubella (German measles) are often multiply handicapped -- deaf and blind, blind and orthopedically handicapped, visually handicapped, retarded and more. Educational interventions tend to be governed by the primary or most severe handicap. Staff training is essential to assist these children and to meet the varied needs. Development of supportive services is also essential, such as transportation, physical surroundings, hospital coordination, parent involvement and support.

Program Goals

☐ Probably the most noticeable deficiency of a handicapped person is that of social incompetence. This handicap very readily categorizes him in the eyes of some people as being less than human. Thus this area of interpersonal relations is very basic to the training of the special child. Unless he looks right, feels right and acts right, he will not be given an opportunity to fulfill his potential in using the skills he has mastered. How one feels about himself and his abilities to succeed in given areas and situations seems to be significantly related to success in his achievements. Therefore, the development of positive self-concept and self-identity is a major goal in developing interpersonal relations.

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☐ A meaningful program for children with special needs will vary according to those needs. Individualized programs matched to specific disabilities may require special teaching procedures, materials and equipment for use in home teaching and at school. These children may not master all of the goals set out for their non-handicapped peers. Meaningful goals for them include:

- becoming oriented in the classroom situation
- learning to follow group direction
- learning to respect school property and use such material in a meaningful manner
- becoming an interacting member of the peer group
- developing basic skills to the extent of their ability.

Suggestions for Teachers

☐ The following suggestions were adapted from Glockner (1973) based on an interview with Jenny Klein.

Learn as much as you can about the specific handicap of the child who will be in your care. You don't have to be an expert but you do have to overcome misconceptions you may have picked up along the way.

Know what comes in the range of normal behavior for children of this age. Don't forget that many of the little problems he will have are not because he's handicapped but because he's three or four.

Phase the child in slowly. Give him a chance to adjust to you, the environment and the other children. Take your cues from the child -- note what makes him comfortable or scared or belligerent. Don't force a child to participate in an activity -- let him watch. Being in a group situation might be very hard for the special child -- he may not be ready to stay the whole session at first.

Don't make a big production of telling the other children that a handicapped child will be joining the group. It is often a better idea to talk to just one or two of the children at a time, asking them to help you make the new child feel comfortable.

Keep your expectations positive, but realistic. Avoid the two extremes of asking for too much or too little. Don't continually tell a child that he could do a particular task if he would just try harder. You may be giving him the impression that he's a failure because he never quite makes it.

However, be equally careful not to overprotect the special child. Your aim should be to provide experiences in which the child has to reach as far as he can without being frustrated.

Capitalize on the special child's strong points. Plan to set up situations in which the handicapped child does well in a group. Sometimes you can try teaming up a particular child with a handicapped child in a project where their talents would complement each other.

Try to help the handicapped child gradually learn to follow more of the rules as he shows that he is ready. (This may be hard if exceptions have always been made for the child, or if he has severe emotional problems.) You might explain to children who seem bothered by Johnny's unpredictable behavior that he will eventually learn how to get along, but that at first the group will have to make some allowances.

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Be honest in dealing with questions children ask. It's only natural for young children to notice handicaps or unusual behavior. You don't accomplish much by admonishing them not to stare or by ignoring their remarks and questions. A sensitive explanation of the handicapped child's problem can help others understand and accept him as an individual.

Know your own level of frustration. It's bad to feel like a martyr. Don't be afraid to ask for help or seek a volunteer to assist you. Make effective use of student teachers; professionals from closely related fields such as social work, medicine and the like who need field training; parents, grandparents and older students who can enrich the program. Part time consultant specialists can be invaluable in assisting the staff, the child and his parents. The more disordered the child, the more the teacher needs to order the environment for him.

Be alert to any child in the group who seems to be cruel or overprotective. These children may need special attention. Many children suffer from unconscious fears of physical injury and death and may "act out" their fears when placed in close contact with a physically handicapped child.

Working With Parents

☐ Families of children with handicapping conditions also have special needs. Parent counseling, parent education and parent support are essential to the program if one is to make a difference in the life of the handicapped child.

☐ Parents of handicapped children may require assistance to accept their child's special needs -- the first step toward doing something for their children. Parents often find it difficult to accept a child because of his handicap. Negative feelings and possible guilt may be reduced if parents see teachers, other parents and other children accepting and valuing their handicapped child. Often, from the time of birth the handicapped child needs extra help from his parents. It is easy to see how parents, and teachers, too, may overprotect the handicapped child by doing for him.

☐ Home teaching involving parent and child should be designed to assist parents in continuing the learning process throughout the week. By utilizing parents in group experiences both teacher and parent may gain ideas and insight from each other to maximize the child's opportunity for continuing growth and development.

Early Childhood Special Education Programs

☐ Educational services for handicapped children are mandatory in Missouri beginning at age five and permissive at ages three and four. Standards and guidelines for the development of early childhood special education programs may be found in *Missouri Special Education Services: Regulations, Standards and Procedural Guidelines*, State Department of Elementary and Secondary Education. According to the guidelines every effort is to be made to avoid labeling and segregating students at this early age. It is recommended that opportunity be provided for integrating handicapped children into regular early childhood program activities, while providing individualized instruction in the home and in the group experience according to their special needs.

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Professional Organizations and Other Sources

Association for Childhood Education International
3615 Wisconsin Avenue, N.W.
Washington, D.C. 20016

The Booklist
American Library Association
50 East Huron Street
Chicago, Illinois 60611

Child Study Association of America
9 East 89th Street
New York, New York 10028

Children's Bureau
U.S. Department of Labor
Washington, D.C. 20210

Children's Television Workshop
National Educational Television
1865 Broadway
New York, New York 10023

Council for Exceptional Children
Suite 900
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

Department of Elementary-Kindergarten-Nursery Education
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 2003

ERIC Clearinghouse on Early Childhood Education
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801
(Resource center for research and articles on early childhood education)

Merrill Palmer Institute
71 East Terry Avenue
Detroit, Michigan 48202

National Association for the Education of Young Children
1629 21st Street, N.W.
Washington, D.C. 20009

Office of Education
U.S. Department of Health, Education and Welfare
Washington, D.C. 20202

Society for Research in Child Development
University of Chicago Press
5750 Ellis Avenue
Chicago, Illinois 60637

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

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Focus On Early Childhood Education

"Believing that every child is unique, we must teach to individual differences in different individuals, beginning in the early years. These years are the optimal time to begin a home/school partnership, sharing concern and responsibility for the child's education."

ARTHUR L. MALLORY
Commissioner

MISSOURI STATE DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION